

# School Board Journal

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SCHOOL BOARDS ATTENTION!

The "Soldier of Peace" Is Come Back from the War!



# SUPERVISION AND THE CHILD

A Superintendent's Wife

A teacher has only twenty-four hours a day, and, even the best endowed physically, a limited amount of strength and energy. When a superintendent or a principal plans a schedule that makes unnecessary demands on this given quantity of time and vigor he deprives her school of just that much. Every time a teacher gives an hour of hard work to reports, registers or teachers' meetings, *if these do not bring adequate compensation* that hour is taken from the stock in hand and the pupils get *what is left*.

"If you haven't time to do all, do the big thing well," so we must decide which is the big thing. Schedules, registers, and all their unpopular kin are necessary, especially in a large system, but I believe the work would be lightened if the average superintendent realized how much goes into these reports,—time and energy that ought to go to the class.

When a teacher is obliged to work until late at night over report cards, duplicate sheets, and the like, regardless both of human endurance and human performance, the while her mind is haunted with the fear that her class marks will not compare favorably with the same grade in the next building, she is not apt to come to school next morning full of contagious courage and enthusiasm. If the same time had been given to preparation for the following day, to rest, or recreation, the outlook would be more hopeful.

I know admirable school systems in which very detailed records are kept so that a pupil's class standing, his health, conduct, attendance, etc., can be learned at a glance; but these records are kept by a secretary, trained and equipped for the work, and are a task quite apart from the classroom. They are considered as bookkeeping, not pedagogy. Every well conducted business house distinguishes very clearly between bookkeeping and salesmanship.

We all know that the teacher's personality is the greatest single factor in the schoolroom. But if she is crowded with reports so that much of her energy is spent in a struggle for breathing space, if she is hedged about with restrictions, so that she has no freedom of action, if after a day in which she has given herself freely she is detained in a teachers' meeting to the point of exhaustion, if she is harassed because her class is not "up to grade" how can she have a pleasing personality, or *any* personality, left for tomorrow? Fatigue and efficiency never travel together; extraneous demands have defrauded the pupils.

One of the dangers in a large system is too close comparison of similar grades. Quite recently a teacher said to me: "My children come from a poor district, many of them are of foreign parentage, yet our principal expects us to measure up to the Boulevard school, the most cultured and refined section in the city."

I am personally acquainted with the dramatic personae in the following incident which occurred near my home: Mr. A and Mr. B were rising young principals in the same city. Perhaps the fact that they were friends added zest to their rivalry. One day, Mr. A went into an eighth grade geography class in his building and found that the pupils were *three pages* behind the same grade in Mr. B's building. He read that teacher a lecture that may have been professional, it surely was not gentlemanly. The following morning she brought him her resignation. In reply to his surprised remonstrance she said:

"Mr. A, I am teaching these children just as

skilfully and faithfully as I know how. I am taking them over the work as rapidly as I can *in justice to them*. These children work with the brains God gave *them* not with the brains he gave the children in Mr. B's district. I simply can not teach them if I am obliged to feel constantly that I must drive and harass them; that whether they have mastered a lesson or not I must go on, because Mr. B's class is going on. Hence my resignation."

Mr. A had the courage to say, "Tear up your resignation and teach these children at their own pace. I'll never again tell you how far Mr. B's class is ahead of yours." He kept his word.

The natural endowment and the environment of pupils in different sections vary greatly yet nearly always *all* eighth grades, for example, are expected to measure up to the same standard. It is the exception to hear what I heard last week: "Your pupils are slow and have little help at home. Never mind what the other fourth grades are doing, do the best you can with and for *these* boys and girls. The way to measure them is by comparing them now with these same pupils last fall, not with other fourth grades."

Again, every teacher has her own method of work. If she is compelled to prune down, or elaborate, and recast, so as to conform to an abstract ideal she will rapidly become a machine. A short time ago I heard a woman say in distress, "What shall I do? I've been elected to succeed Mrs. M as president of the club. She is such a good chairman but, no matter how hard I try, I can *never* conduct the meetings her way. I can never be Mrs. M."

The two women are about as much alike as Lady Macbeth and Cordelia.

"Don't ever try to be Mrs. M. Conduct the meetings as well as you can but do it *your* way. If you try to be Mrs. M you will neither be Mrs. M nor yourself." It was the only reply to make,—the one that occurred to you before your eye had time to travel to these words. Yet we have all seen schools in which every teacher was expected to be an echo of the superintendent's ideas and methods. There is no surer way to stifle initiative and ability. Such men do not feel, like Lincoln, "glad to find a man that can go ahead without me."

A young principal in a city system asked one of his older teachers for criticism of his work. She replied, "When you are yourself you are fine; when you try to be Mr. S (the superintendent) you are decidedly weak. If you keep that up you will deteriorate."

A teacher can be so critical as to choke off the pupil's initiative and development. The same is true of superintendent and teacher. Some years ago it was my fortune (?) to work under conditions that made me keenly alive to this power of repression. I was a member of a child welfare club, and also of an industrious church society. The atmosphere of the child welfare club was the most stimulating and encouraging that I have ever experienced. I did more and better work in that club than I have done anywhere else, for the simple reason that I always felt the sympathetic interest and co-operation of the girls. The knowledge that they had confidence in me and *expected* me to do well carried me thru many a hard meeting and thru public work which I could not possibly have done in a cold, critical environment.

In the church society we worked to raise funds for a new carpet, and also made clothing for a

Kentucky Mountain School. I went into the work with my usual stock of courage, which is none too great. It did not increase. It took me only a few weeks to learn that *nothing* I ever did was quite right. My hems were one-tenth of an inch too narrow; I folded the garments a fraction out of the way; when we gave a supper I set the cups on the kitchen table at the wrong angle, etc., etc. Never in all that year did I write one report or one church notice that was satisfactory to our president. No matter what I did, no matter how hard I tried, I came to expect the inevitable criticism and to shrink from it as from a blow. I began, mentally, to have the attitude of a child that has been cuffed so often that she raises her arm on guard every time she passes near her superior. That work took more out of me than any other I ever did.

A sense of duty held us together. We seldom mentioned, and never discussed the situation, but I early noticed the same effect on the other women. And this is the discovery that amazed me. With every criticism, we came more and more to *deserve* criticism. Not one of us was as capable a worker as she had been a year ago. Our "record books" were all right, but as an organization and as individual workers we deteriorated every day, and only a timely change saved the situation.

If this was the effect on us mature women, who met at most once a week, and voluntarily, surely the reaction on a pupil or a teacher, who spends five days a week under such conditions, is infinitely greater.

When a supervisor goes into a classroom does he look at the averages, the class standing, or does he look at the boys? Does he compare this third grade with the third grade in the next ward, or does he compare these pupils with their own work three months ago?

It is not a question of arithmetic primarily, it is a question of boys. Is Joe improving? Is he getting a happier conception of life at the same time that he is getting his spelling lesson? Does he think of school as a pleasant place, where a boy gets a chance, where teacher and superintendent are interested in his welfare? Or is he made to feel that the school would be much better off without him because he keeps down the averages? After Joe leaves school he will have much more need of courage than cube root, self confidence will be a better asset than syntax, and a high sense of honor than the date of the battle of Missionary Ridge. We have got to know which we are working for,—high averages for this term, or boys for all eternity.

This morning our local schools enrolled a new student, a boy who lives on a back woods farm. He is large, awkward, poorly taught; but he is healthy, bright and intensely eager to learn. Under the most favorable conditions the situation is going to be very hard for the boy. Until he finds himself and gets a grip on this new life he is going to play havoc with our sacred averages and class standings. If our groove is so narrow and our record book so important that they will stand in the way of this boy, perhaps drive him out of school, we have allowed them to come between us and the one for whom this whole elaborate plant is supposed to be operated—the individual child.

Dr. Wood recommended Daniel Webster to the faculty of Dartmouth "not so much for what he *has* learned as for what he *can* learn if he has the opportunity."



# Supervised Study—The New Administrative Vision

Alfred L. Hall-Quest, Professor of Education, University of Cincinnati and Director of Cincinnati High Schools

New movements are considerably retarded by the failure of those interested in their progress to understand, specifically and comprehensively, the basic meaning that underlies the movement. This failure is quite inevitable. New ideas, because new, are open to many interpretations and misinterpretations. Until certain procedures and experiments have established the superiority and advantage of one particular line of interpretation, vagueness, disagreement, and perhaps even antagonism are to be expected.

Supervised Study is a new term but hardly a new concept in educational work. As far back as Quintilian one finds provision being made for the individual pupil. Individual differences may be more scientifically understood today, but Quintilian was well aware of their existence and equally urgent that they should control the methods employed by the teacher. The core of meaning in supervised study is the recognition of individual differences in the study habits of pupils. This recognition of individuality in the classroom has other important applications, to be sure, but here we are concerned with only one phase of this fundamental principle in classroom management. The acceptance of the psychologically proven fact of individual differences, while all-essential in the proper interpretation and practice of supervised study, is not, however, in and of itself supervised study.

## Two Types of Supervised Study.

At present two kinds of study supervision may be found in our schools. The first and the more common may be called *corrective*. Administratively this type of supervised study provides special supervision for those pupils who have failed "to make the passing grade." By extra school classes, study coaches, unassigned teachers, etc., efforts are put forth to save the pupil from prolonged retardation, ultimate failure and consequent elimination. The importance of such supervision should not be minimized. Very many pupils are saved from discouragement and the belief that "school is too hard for them" by the careful and patient supervision given by principals and teachers. Splendid examples of this type of supervised study are found in the University of Chicago High School and in the Joliet Township High School. In the latter institution an interesting experiment with advisory committees is now being carried on.

Advocates of this kind of supervision argue that pupils who are strong and successful evidently do not need supervision. This may or may not be true. Many pupils succeed because of facile memory ability. Natively they are brilliant. Their reactions are quick. Together with these traits are initiative and considerable "pep" so that they give the impression of being at the outset masters of the situation. They establish by their native ability a presumption in their favor, a presumption moreover, that very frequently permits them to escape with very superficial work and practically no training in the technic of study.

On the other hand are the pupils whose reaction time is comparatively slow. For reasons all too often misunderstood they lack the tang and the magnetism of personality that suggests mastery. They are termed weak. Administratively they belong to the pupils who need "extra help." There may be no stigma attached to such differentiation. The fact that life in the large recognizes both strong and weak individuals may be a good reason for assigning them to the cripple-class in the school. The facts in the case are, however, that if they had been

sufficiently instructed and trained in the technic of study as part of the regular classwork every period a large per cent would not be in the cripple-group.

## Directive Study.

This brings to our attention the second and much misunderstood type which may be called *directive* and *preventative*. It aims to make instruction and training in how to study the dominant control of all classwork. All pupils, whatever their relative ability, are given this instruction and training. It is the spirit of and the general method of teaching in all the departments of the school. The basic assumption is that all pupils need supervision, the bright as well as the slow. In addition to the skills involved in knowing the various branches of subject-matter it is the aim of the school under this plan of supervision to develop in each pupil the considerable variety of skills included under the term "study."

From this point of view supervised study or supervised learning, as Professor Inglis of Harvard prefers to call it (the name is not important), means instructing and training all pupils in correct methods of study, and the supervision of their work while they study.

It is just here that misinterpretations and false procedure begin. School practice has so long been wedded to the belief that teaching is primarily the assigning and reciting of lessons that any other point of view seems to savor of soft pedagogy or of rank modernism. Most emphatically this type of supervised study does not mean doing the pupil's work for him. On the contrary it seeks to avoid this very practice as it now characterizes very much of home study. It is merely repeating common knowledge to call attention to the fact that when pupils meet with difficulties in their home study everybody available is drafted into the service of helping the pupil over the top. How many themes, for example, are the product of the pupil's exclusive efforts? The imagination and diction of the entire family may be enlisted before the pupil presents the theme for the teacher's crimson criticism. And in fighting the battles of algebra, geometry, latin, etc., the pupil calls upon the home allies when his meager forces are all too quickly exhausted. The only redeeming feature of this whole procedure is that it really serves as a school extension course for the family. But that, obviously, is not its purpose.

## Perseverance vs. Help.

Comes now the veteran of many subject battles and declares that whatever the difficulty, and however long the struggle, the thrill of victory after intense effort is worth all the cost! Without effort there can be no genuine education and development of strength. To master difficulties, to persevere for hours over a knotty problem in algebra or a stubborn original in geometry, to hang on even into final defeat is the quintessence of development. This is training for life. There is no supervised study in the impatient, heartless, work-a-day world. The civil engineer in the days of the building of the U. P. railroad had to face the severest problems that ever confronted the spinners of steel-webbed bridges and the planning of easy curves and grades. Only by grim perseverance did he win.

The veteran argues well. But facts are cold rejoinders. What has been need not be the earnest of what must be! Supervised study does not seek to minimize the vital necessity of grappling with difficulties until victory or even defeat results. The world of the allies, and by

now of the enemy as well! marvel at the rapidity with which the United States changed from a comparatively carefree democracy of individual *laissez-faire* into a centralized organization issuing orders that curtailed and even removed the individual freedom of one hundred million worshippers of liberty. History nowhere can cite a parallel to the rapidity and the efficiency with which once neutral and peace loving America conscripted material and men into fighting hosts of righteousness. And how was it done? By the supervision of France and England! Even the enemy has shown us how to defeat him. Experienced men of affairs have given freely of their genius in this great work of organizing democracy into the most efficient war machine known to history. Effort there has been and will be aplenty, but it is effort intelligently directed, painstakingly supervised by vision-inspired leaders who know the value of time, the value of money, the value of men most useful because best fitted for their assigned tasks at home and over there. In the past men studied by "lamp-light" and achieved noteworthy results. But may we not say with truth that if they had been able to proceed under careful direction and supervision their efforts would have been more meaningful and the results much greater?

## Economic Value of Supervision.

Providing proper conditions of work has become one of the shibboleths of modern industry. Henry Ford knows the value of this in his Detroit wonderland of manufactory. What is efficiency if not work done under expert supervision? The American school system is not negligent of supervision in its building program, and in its increasingly improved school and classroom equipment. What is needed and needed everywhere is a thoroughgoing policy of supervision of the individual pupil's study life so that the cost of repeaters, of retards and of eliminates may be reduced to the inescapable minimum.

If the misinterpretation referred to is removed, the next question for consideration is: how avoid helping the pupil too much? What is the technic that assures success without destroying or leaving undeveloped the pupil's initiative, independence, the will to refuse to accept defeat until every attempt has been made to win?

Of course, the present method of assigning home lessons and devoting the class period to a question and answer program does not in all cases develop the master virtues already referred to. One may well ask (the exact answer is impossible) whether the present method of teaching assures for the pupil development in the directions of independence, grit, or stick-to-itiveness. But however this may be, it will be worth while to consider in some detail another method, leaving the question of results for later reference.

I do not know of anyone in this country who has mastered the technic of supervised study, as defined in this article, better than Miss Mabel E. Simpson, formerly teacher of history and supervisor of study in the Washington Junior High School of Rochester, N. Y., and now principal of the Whitecomb Riley Grammar School in the same city. With great clearness and an abundance of concrete directions Miss Simpson has described her method in her book "Supervised Study in History."<sup>1</sup> At the Washington Junior High School the periods are 90 minutes long, a time allotment favorable to the finest kind of supervision. Splendid results,

<sup>1</sup>The Macmillan Company, 1918.



however, are possible with periods an hour long. In many schools 70 and 80 minute periods have replaced the old and still generally used 40 and 45 minute periods.

#### Miss Simpson's Plan.

The technic of supervised study as described by Miss Simpson and employed also by other teachers is briefly as follows:

Teaching is regarded as made up of at least three quite distinct functions, namely, instruction (including the assignment), supervision, and testing. In this analysis there is nothing new. But when it is added that in practically all class periods these three functions should be provided for, the analysis assumes greater significance. The terminology and order of procedure are in general different from that already stated. Instead of referring to class-work as the recitation, with its implications of many questions and answers this function of testing is called "the daily review." By some it is termed the "daily conference." It should be noted that daily is an important adjective in this rubric. For reasons to be stated later this daily review takes place at the beginning of the period. It consumes from one-fifth to one-third of the length of the period. No effort is made in this daily review "to call" on every pupil. The ingenious teacher, however, can easily arrange for the majority of the pupils to participate in this review work. Only the minimum essentials or fundamentals of the course are stressed in this review. At its close the teacher sums up the points covered and then proceeds to the second function.

This is called the assignment. Again it should be noticed that the assignment is not relegated to the closing minutes of the period. It occupies the central place in the teacher's work. According to my own conception of supervised study the assignment is the main-spring of the instructional aspect of teaching. About two-fifths or a little more than one-third of the period is set aside for this part of the work. Here the pupil is assigned his new tasks, not by so many pages in the textbook, but by a problem, a project, a live question, which, as employed by Miss Simpson, grew out of some unsolved difficulties or revealed lack of knowledge made evident during the review. The teacher, of course, so directs the review that the pupils will become conscious of the need of more knowledge before the topic in hand is adequately understood. In Rochester, N. Y., the Junior High School is well supplied with reference books in many of the abstract subjects. In Miss Simpson's class, for example, there were at least twenty different textbooks, in duplicate copies, in the room, so that every pupil had access to another book beside his class textbook.

#### Studying Co-operatively.

During the assignment the teacher states very definitely the aim of the new work. Specific references are given to the books in the room, and to others in the main school library. By discussion, or by a social organization of the class, the new topic is carefully unfolded so that the nature of the new problem may be clearly understood and a general line of procedure planned for solving the problem. Every pupil is not only encouraged but expected to participate in planning the ways and means of attacking the new lesson. There will be much reference work to the several books. Main points are called for, criticised, finally accepted and written on the blackboard. The class is laying the plans for studying the new lesson, but under the skillful guidance of the teacher, she has the objective clearly in view and unobtrusively leads the class along the right roads. If there are difficulties inherent in the subject-matter itself, these are explained. How to

organize the material in the several books, how to interpret obscure passages, how to use the index table of contents, how to memorize, take notes, make outlines, find meanings, etc., are shown the pupils while they plan the answers to the questions involved in the new assignment. To the observer visiting such a class the scene is a veritable work-shop. The pupils move to and fro as may be needed. Some are working at the reference table, others are at the blackboard or at their desks. And in the midst of this work-shop is the teacher, controlling the minor movements so that all may cooperate in the general offensive.

This is studying aloud, and cooperatively. At the close of this part of the work every pupil understands how the new lesson should be attacked. He knows the meaning of the new assignment. Now begins the third function, the silent study period during which each pupil works at his desk and continues by himself the work already outlined. The critic who believes that supervised study does too much for the pupil would find that effort and initiative are demanded of each pupil in his individual studying. How? By the nature of the assignment.

#### The New Lesson.

The general meaning of the new lesson and the best way of proceeding in studying it were developed during the second part of the period. But several specific questions or assignments were given, all related to the main topic but each one requiring a specific answer. None of these questions was discussed. Each pupil must answer these for himself. But he knows how to proceed. New difficulties may appear in answering the detailed assignments and when this is the case the pupil is expected to apply the general principles already discussed. Still he may make wrong inferences. Instead of struggling along blindly and unsuccessfully, as is all too frequently evident in home study, he has the privilege of consulting with the teacher, who,

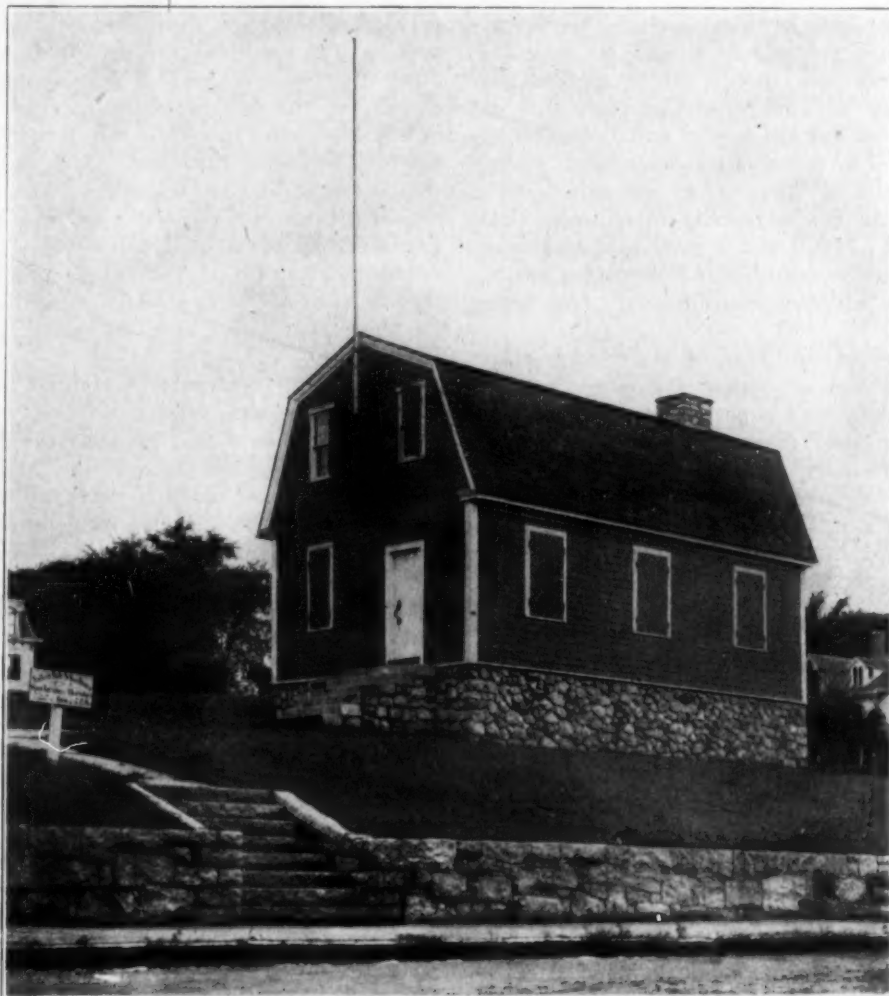
in this case, is in a better position than *loco parentis*. The pupil's difficulty is examined by the teacher at the pupil's desk. In whispered conference he explains why he took the wrong road. If his difficulty is such as could not be overcome by persevering effort the teacher gives him the information needed for the economical continuation of his preparation.

During the review on the next day the pupils "recite" on what they studied in the class the day before.

The presence of individual differences makes it necessary to deal with pupils in at least three groups, the slow, the average and the rapid. All of the pupils begin their work together. The slow, however, are able to complete only the fundamentals; the other group continue with the more intensive and also comprehensive assignments dealing with the day's work. The daily review is devoted to only the material assigned to the slow group, but inasmuch as every member of the class has studied this material it is possible to conduct a group review. The more rapid pupils will enrich the contributions of the slow group and in various ways arouse emulation on the part of those who, for one reason or another, are less rapid in their grasp of the new assignments.

#### Helping the Slow.

Where the group organization is followed the teacher finds that most of her individual supervision will be confined to the slow group. Occasionally pupils from the other groups will need particular attention. By requiring the slow pupils to complete the fundamentals of each day's work the standard of work is properly maintained, with fairness to all concerned. But pupils who can work more rapidly should have opportunities to get what their native ability suggests they are able to achieve. Classroom management and technic of teaching of the part described accomplish what Colvin failed to find in very many of the high school classes visited



OLD NATHAN HALE SCHOOLHOUSE, NEW LONDON, CONN.  
Built in 1774 and occupied for many years as a school; this building is still in excellent physical condition.



by him, namely, concentration and happy work every minute of the period. The amount of time wasted in the average classroom is appalling. If the cost of education were computed in terms of minutes actually used it would mount to dizzy figures.

If the type of supervision herein described is important, nay indispensable for the best results in our public schools, it is vital that it begin as early in the pupil's school career as possible. The present schedule in the first six grades prohibits the kind of organization depending on longer periods than the maximum half hour. But by a careful coordination of subject-matter, and a generally agreed upon reduction of the amount of material required it will be possible to reorganize classwork in the elementary schools along lines similar to those described. Departmentalized upper grades and all high school courses admit of this organization.

Three policies in connection with this work are fundamental. One is concerned with the equipment of reference material. Many dollars are spent on scientific apparatus, but in many, if not in most schools, nothing, or the barest minimum, on supplementary texts to be used in class work as described in this article. It is imperative to the broadening of our pupils' understanding and training that such books be provided in all of the abstract subjects.

#### The Longer Day and Study Units.

The second policy is already in force in many schools, namely, the longer school day. If most

of the studying is done in the school building there will be need of very little formal studying at home. The pupils would then have more time for informal supplementary reading after school hours. There will be little need for teachers spending weary hours on school duties outside of the school day, if themes are reduced, and corrections are made by the pupils in class. The use of standard scales, completion tests and similar measurement material makes this judging of results possible by the pupils themselves. The longer school day implies shifting night work to the day time where it will be better and more hygienically performed. And the multiplication of courses, the enrichment of social activities in the larger sense of the term "social" demand more time. At present our school work is scrappy. It is a series of fragments that in all too many cases never are fitted together in the pupil's conception of his work as a meaningful department of knowledge.

The third policy involves the careful organization of each course into teaching units, so that the teacher may know a considerable time in advance what the several objectives are. The faculty of the Fort Thomas, Ky., High School, under the direction of Principal Rounds, is now engaged in breaking up each course into Units of Instruction, Units of Recitation and Units of Study. Each day's work, in the main, is being outlined for the whole term. While it may not be possible or always desirable to adhere to these plans in minute detail there is the

advantage of definiteness in procedure and in having at hand a telescopic as well as microscopic view of the term's work. Such an analysis of teaching units enables the teacher to prepare the class very specifically for other units depending on those that precede. Furthermore, a time-table arrangement of the term's work puts a check on the discursive method of teaching. Teaching, we are constantly reminded, is not talking. Anyone who engages in the supervision of teaching knows that this is about all that much teaching really amounts to.

The meaning assigned to Supervised Study in this article involves some of the factors of effective teaching apart from the function of technical supervision. The emphasis, however, is on the laws and the technic of learning. These should be taught the pupil in connection with his study of the formal subject-matter. We dare not assume that pupils have innate knowledge of this technic of study. Our duty, plainly, is to so direct the pupil that he may have a maximum opportunity to succeed. When one finds in a ninth grade class that fifty per cent of the pupils fail to be promoted because of failures in algebra and latin and that nearly half of these failures leave school, the first reaction is that here is a serious waste of time and money. It is a pitiful waste of opportunity for the pupil. Is it his fault or should we lay the responsibility on the school which has stressed subject-matter but neglected careful supervision of how pupils study?

## The Flu vs. Fundamentals in Education

J. E. Way, Superintendent of Schools, New Lexington, O.

The recent suspension of school activities thruout the nation has upset the regular educational program and incidentally the present emergency has forced schoolmen into a professional confession as to what they believe education to be. Judging by the abortive attempts being made to get back to the regular routine, one would suppose that education had been stampeded. Even some state capitals consider the suspension so disastrous as to justify if necessary a two year program in which to make good the loss. Without any intent to reflect upon school officials we deplore such mechanical interpretation of the meaning of education.

The present emergency demands a consideration of what is fundamental in education. Unfortunately we have evaluated the whole subject in terms of textbooks, recitation periods and courses of study. Now we are "fussed;" frankly we are rattled. Confusion reigns supreme altho we might be prone to admit it. Our courses of study won't work. We find them stiff, inflexible, unalterable, yet insistent that we depart not from the well beaten paths and the traditional ways. Then those inexorable textbooks stand ready to pass judgment upon us should one jot or tittle be omitted or page 143 receive one scintilla less emphasis than in former years. To be educationally correct this page should have been studied Nov. 26 at 2:30 P. M. It is to be regretted that the public too, has been caught up in this yard stick, lock-step interpretation of education and now the public must be placated by devices such as extending school hours, lengthening recitation periods or carrying over our feverish courses into 1919 or 1920. To be real worth while schoolmen not one question must go unasked, not one exercise ignored, nothing must escape our supervisory scrutiny. This is the decree of the mathematics of education and the quantitative interpretation thereof.

What is education? Certainly it is not text-

books, courses of study or curriculums. These are but the incidentals of education, the externals of the system. When made ends in themselves, as we now propose to do in meeting the exigencies of the hour, the school defeats the purpose for which it was created and for which it exists. The essential things are the child and the environmental influences. By environmental influences we mean those vital situations that grip the child's experiences; situations that are full of opportunities for intellectual, moral and physical growth; situations that will involve the best of which man is capable; situations broad enough to nurture all the complex proclivities of the child. With our insistence upon the mechanics of education, with emphasis upon plan books, grading systems, examinations, textbooks and peevish pedagogy in general we have almost succeeded in making an educational Sahara desert out of our schoolrooms.

What with imposed courses of study designed mainly as an apology for supervisory lethargy and to designate the number of pages to be covered during the year and the fetich of daily lesson plans which diagnose to the minutest details the so-called preparation of the lesson there is actually very little time remaining for the real education of the child. However, be it understood, that the pupil who has the initiative to burst thru the blockade of a plan book and a course of study is very likely the super individual both morally and intellectually, in practice he is pronounced an incorrigible with the consequent expulsion from school. It is the plan book idea of education that has suffered an irreparable loss by the recent closing orders. Real educational procedure will not be seriously upset, in fact it may be abundantly enriched if the experiences and incidents of child life find expression in our plans.

The varied schemes advanced to make up lost time assume that education may be imposed, that it is an external affair really foreign to any consideration of what the child is or needs.

This same conception in the political world we call Kaiserism. It has taken four years of blood carnage to sweep such political philosophy from the earth. But how long will school authorities insist upon the arbitrary the imposed, the externals in education? How long shall we continue to measure our achievements in terms of minutes and seconds used in amassing static textbook information which leads nowhere? Is this our mission as teachers and as superintendents?

The present calamity offers teachers a splendid opportunity to strengthen their own initiative, to refine their discriminations in work and to assume a real leadership in a truly educational procedure. Superintendents may now escape from a purely mathematical interpretation of their function. However, if we persist in devising time serving schemes we thereby admit that our ideals of school work do not rise above the mere recitation of lessons. If this is our goal then indeed our loss has been deplorable.

This wound will heal not by some mechanical manipulation of school hours but by a consideration of what are the fundamentals in education and a consecration of purpose toward the achievement of these fundamentals.

Rochester, N. Y. The teachers have presented a petition to the board in which they ask for a substantial increase in pay on a strictly professional basis.

The teachers' division of the Ohio state council of defense at Columbus has placed nearly four hundred teachers during the past six months. The teachers were placed in schools, colleges, superintendencies, principalships and even in professorships at the universities.

St. Paul, Minn. Since the early part of January classes have been conducted weekly for the training of teachers in trade and industrial subjects. The course covers trade analysis, teaching methods and instructional management and is open to expert tradesmen who desire to teach, and to teachers of technical subjects who have trade experience and one year's technical training.



# EFFECTIVE SUPERVISION OF SCHOOLS AND THE SPECIAL SUPERVISOR

J. I. Sowers, Director of Vocational Education, Vincennes, Ind.

Mr. Reed B. Teitrick, of Harrisburg, Pa., speaking before the N. E. A. in New York, 1916, said: "A system of schools cannot progress far beyond the ideals of the superintendent, and on the other hand a superintendent cannot build teachers and schools into his ideals without competent supervision. Effective supervision depends not only upon having a sufficient number of supervisors, but largely upon the quality of supervision. The quality of supervision will be determined by: (1) the personal fitness of the supervisors; (2) by the methods employed in supervising; (3) by the means employed to make supervision most effective.

School supervision, outside of the superintendent and board of education, is comparatively recent in America. The proposition of superintendents and school boards delegating authority of supervision, to special supervisors, has been a growth mostly developed within the last score of years. The demand that has made special supervision necessary and imperative was caused by the schools taking over many departments of educational work formerly delegated to the home, to industry or other social agents. The distribution of educative functions among the social institutions is by no means fixed. As agencies for incidental and informal education become incapable of training men for their complex environment in modern life, society has gathered up the neglected functions and assigned them to the school. Our once simple educational system, as a result, has become extensive and comprehensive in the nature of its educational content, and is yet designed to become more and more special and less general in its applications. It is this condition that has largely caused the special supervisor to be called to the aid of school systems laboring under the responsibility of this new social adjustment. No superintendent or school board, however carefully selected can hope to combine the talents and knowledge of direction and guidance necessary to meet in the best and most effective manner the demands of modern education. If as formerly only a few people and interests were affected by our system of education, it would be a matter of little concern what was taught, or how it was taught, but when we embark upon a scheme of universal education—meaning by that an education that not only admits everybody, children as well as adults, to the schools but aims to furnish the peculiar adaptation of knowledge and training demanded by the life environment of a vast and complex citizenship—as we have done and are doing, we must have a system of education as broad as the activities and capabilities of the race.

Our system of education has its roots in the very lives and hearts of the people. If we are to have anything like a system of universal education, then it must touch and uplift and develop all the major activities of the race, as well as, train and elevate our citizenship. We cannot escape the conviction that the schools of a great city should reflect the life of that city. If they do not then will the major portion of the children leave the schools, or else, what is worse, the schools will distort the social and economic conditions of that city. To meet this new demand upon education many and diverse educational interests must meet around the council tables of our school boards, and many men and women who are specialists must be employed as supervisors and directors of the different departments of educational activity.

Must the school superintendent first be an organizer? Yes, but we must be sure he knows how to produce something worth organizing. Of what use is a school system wonderfully provided with good roads unless these highways lead where the children have to go? We have known school superintendents who were great organizers, so great that that delightful little idiot, "The boy in the burning deck" seemed to be their ideal of an obedient child and the acme of perfect system. The greatest organizer is he who makes his organization least apparent,—who stands by and yet lets go. Often the teachers of a system will travel more joyously and arrive more quickly at a more desirable pace on paths that they believe are of their own choosing. In company with a superintendent of a city system I recall the question was asked of a teacher of a certain class what point she had reached in geography. The teacher named the exact page and paragraph. "You are behind in your work," said the superintendent, "the class should be working on a paragraph two pages in advance of that which you have reached." This is an illustration of school organization gone to seed. This man was not a director of the educational forces of his city, he was the maker and tender of a system. A superintendent must be an organizer, but his organization must be that of leadership rather than explicit obedience to a system.

What the modern school demands in a superintendent is not a monopolist, a discoverer who seeks out and throws the wet blanket of authority on every genuine fellow laborer who will contribute ideas for the common good. There must be a give and take in educational councils with a superintendent big enough to be conscious of the fact that there is and ought to be many persons in the system as intelligent and as able as himself. What is needed is not a superintendent who seeks a place in the sun for himself, but a man suffused with real devotion for public service, so that he will develop a school system rich in able personalities. A narrow minded superintendent will fear competition of other minds, will give none of his supreme problems to other workers, but will carry on what should be a democracy of public utility and service, as tho it were a monarchy and he the czar.

Wherever the monarchical method of running a school system prevails there will be found narrow minded, self-centered, non-public spirited teachers. The way to develop a corps of teachers big enough and broad enough and public spirited enough to grasp big educational policies, is to bring teachers up against big problems of school and public interest. The way to cure selfishness in teachers is to bring them up against a real service demanding sacrifice.

The educational work in any locality is greater than one superintendent can do. The final test of his ability will be in calling to his aid supervisors of the different departments of the school work of large scope, and of sufficient caliber not only to plan the work of their department effectively, but who can see their particular work in relation to the larger job of the schools.

Some time since I saw an educational motion picture illustrating correct store organization. In one instance the proprietor was shown groaning and sweating in his attempt to carry the entire store on his own shoulders. In contrast to this the next picture showed the mod-

ern merchant with his store organized into departments and the burden of each department carried on the shoulders of a departmental expert. Educational work must be organized like that. Our schools are becoming more and more vast enterprises with many and different educational and civic interests. No one man can Sampson-like carry the gates to knowledge upon his shoulders. One successful superintendent has said: "I comb the field with a fine tooth comb, seeking everywhere until I find the proper supervisors for my departments, persons whom I believed fitted for the work they are to undertake. Having found them, I acquaint them with the general policy of the schools, tell them the results I want, and then turn the job over to them; asking only that no radical step be taken without consultation. We give our supervisors plenty of room for initiative and growth, and hold them for results."

## Qualifications of a Supervisor.

The main qualifications of a good supervisor is not necessarily to know, "what is the course of study in Philadelphia," or "what does San Francisco teach?" but to know the needs of his own locality, to study the groups of children in and out of school and to organize the forces of manhood and womanhood by which they shall reach their destiny. A supervisor to be successful must not be content with doing what Chicago does, or what has proven successful in Cleveland. Transplanted courses of study are often far from successful. The supervisor must be the socializing agent of the better tomorrow, alive to the needs of his community today and in close step and touch with its advancement and development. The supervisor must believe that human beings grow and are not manufactured. The supervisor who is big hearted, broad in his judgments, intelligent and gifted with common sense is likely to foster a condition that will stimulate growth in his teachers. The more a supervisor can cultivate an attractive personality, the more easily and the more successfully can he accomplish his work. He must become a leader instead of a driver. People must work with him, not for him. He leads teachers to feel that he is a co-worker not a supervisor. A supervisor must be more than an inspector and greater than a common critic. His methods must produce unity in school work rather than uniformity, for uniformity means lack of life, while unity promotes and stimulates growth. Supervision should be effective in establishing wholesome public sentiment. The hope of the future is in the school, but the hope of the school is in the mental attitude of the community toward the school.

## Difficulties of the Supervisor's Position.

Every director of a special department of school work has at times in his career—unless he has had a very limited experience—met with difficulties arising from his relations to the school board, superintendent and teachers. These difficulties may be presumed to occur because of the newness of the position of special supervisor in the schools, and the authority which should be delegated to him being misunderstood, or his position not being clearly comprehended. Unless a supervisor sees very clearly his relations to the persons with whom and thru whom he has to work and this understanding is mutual, difficulties from what may be called overlappings of authority, and crossing of administrative lines, are likely to arise. These difficulties are likely to grow until they seriously hamper his professional growth and



his legal functions. It is then necessary that the relations and functions of the special supervisor be clearly defined in advance and clearly understood. And once determined upon they should be adhered to as a clearly business proposition for the good of the organization and the work to be accomplished.

With a view of more clearly defining and understanding the position of the special supervisor and his place and function in the school system I have caused to be sent out questionnaires to a number of leading superintendents, supervisors and directors. The matter so collected may be presumed to be the result of the most satisfactory practice. There was much duplication in the replies, so that only a few are given here. The answers given are representative.

*How far should a supervisor be permitted to go in the assignment dismissal and employment of teachers?*

He should be consulted in these matters, no action should be taken without his advice.

To remove these powers from a supervisor is to make him only an empty suggester, without power or authority.

We consult our supervisors relative to these matters. In the matter of employment they usually seek out and suggest teachers of special

worth and ability and submit them for consideration.

*What should be his duties in rating teachers and in suggesting and controlling their promotion?*

1. These matters are entirely in the hands of the supervisors unless the ratings seem unfair, when we take the matter up together.

2. The supervisors are asked to submit the initial list; these are then gone over in the office.

3. The supervisor is closer to the work and results of the teacher than the superintendent, usually their judgment is best, tho not necessarily final.

*What authority should a supervisor have in selecting books, materials and furniture?*

1. We run our departments on the budget system. A supervisor must keep within his budget. No materials are purchased except by his order, which however is O. K'd by the office.

2. Where there is permissible a choice of text matter, such selection is always taken up with the supervisor.

3. The matter of texts and furniture are taken up in general meetings of supervisors and principals. Supplies are ordered by the supervisors.

*Should the superintendent discuss matters with individual teachers that may affect the policy of the supervisors?*

1. It is his duty to listen to complaints, but act only thru the supervisor.

2. Yes, then investigate matters if they seem to warrant it and direct the attention of the supervisor to the matter for action.

3. No. By so doing he handicaps his supervisors and curtails their usefulness. It is the same as tho a teacher went over the head of the superintendent and got action thru the board of education.

*Do your supervisors have private offices and office hours after school, or at other times for consultation with teachers and others?*

1. Yes.

2. Not yet, but we recognize the necessity.

3. Yes, we insist that our supervisors keep regular office hours.

*Do you call your supervisors to sit in at your school board meetings when matters pertaining to their departments are under discussion?*

1. Yes, if the matter seems of sufficient importance.

2. Yes, on occasions. We find this broadens our supervisors, makes them more responsible and efficient.

3. They submit their propositions in writing and are not generally called in.

## Some Factors that Make Good School Officials

Hon. Calvin N. Kendall, Commissioner of Education of New Jersey

The theme that I have chosen is primarily for school officials. We are unusually interested in the work of our schools just now because of the war conditions. I feel that every teacher and superintendent and every member of a board of education and every state superintendent should feel a new earnestness and a new seriousness of purpose in these times which are so serious to us all. Everybody feels, I think, that we must do everything in our power, locally and on the part of the state, to make the schools of a democracy better worth while, to make them more useful to the children who, ten years from now or twenty years from now, will be the men and women of the community and the state. Some one has said that this is a war for the perpetuation of democracy, and there is a companion saying that this war is to make the world safe for democracy. There is nothing new in this, but I cannot pass a country school or a city school but that I feel as never before that the school is a necessity in a democracy and we have got to make, in these troublous times, the schools just as useful to the community as possible in spite of the coal famine which we are all undergoing now. Nevertheless, we must set our faces toward the idea, as never before, the great obligation that is set before us—and that means school directors, boards of trustees, boards of education, superintendents, teachers.

### Factors in the Making of a Good School.

Now what are the factors which we must think of in determining whether we have good schools or not? In my mind, there are six factors which make for good schools and these six are as follows:

1. The school building on a school plan,
2. The organization of the school,
3. The kind of teacher you have,
4. The kind of principal or superintendent you have,

5. The course of study or what the children do in school,

6. The board of education.

You go into any community, city or town and I think you have to ask these questions in answer to the question: "What makes for the efficiency of schools in this particular community?" The board of education is an important factor in the making of good schools in a particular community. I have known of cities that have had relatively good schools for a series of years and then there comes on to the board of education a different type of man and the schools begin to be less useful under those circumstances because the board of education is not as good a board as the previous board. The school system is rapidly increased in its efficiency to a community if the board takes hold of the schools thru the superintendent or teachers and tries to make those schools better schools for the children and the community. The schools exist for children, of course, in the large sense they exist for the state, but your work and my work is valuable in proportion as you and I feel that the children are the most important asset of the state, of the community. The future of children is to be made, made by the homes, yes, made also by the schools, and I want to say that this work for children is, when we come to think of it in our serious moments, the very best kind of work that we can do because the children are most worth while. I have been acquainted with a good many members of boards of education, and I have great respect for the member of the board of education, man or woman, who gives himself courageously, unselfishly, and intelligently to the work of the school, in holding up the hands of the teachers and superintendents who want to make good schools. Beware of the superintendent or principal or teacher who thinks that his schools are as good as they might be. There is no school that cannot be made better. It is humanly possible to make them better than they are if we have the wisdom to make them better. This job of education is a very serious job. The whole

educational situation in this country just bristles with unsettled problems. Therefore, it is necessary for a superintendent on his part, or principal, to work with the board of education and it is just as necessary for the board to work with the teachers and principal, for the great purpose of making good schools. The making of good schools is such a large task that there must be no division of counsel between boards of education and superintendents. Some of the factors or qualities of a good school director are:

### Qualities of a School Board Member.

First, a member of the board of education should be a good listener. He should be ready to listen to a superintendent or teachers to get the views of a superintendent or teachers. He may not always agree with those views but I have known of members of boards of education who wanted to be the whole thing, who would not take the word or listen to the word of the man in charge of the schools, county or city superintendent whoever it may be. He ought to be a man to whom the superintendent can talk. Marshall Field was the greatest dry-goods merchant in the West. At one time, he was looking for a man to take a permanent place in his business. Salary was no question, he wanted the man. Then he said, "Well, I want a man that I can talk to." Sometimes there are men you can't talk to. There are other men to whom it is a pleasure to talk and counsel with, and such a man is a great inspiration to a teacher or superintendent. I believe that such a member of the board of education may be more useful than any teacher, but such men are not common on boards of education.

In the second place, members of boards of education should believe in education. Some men don't. If members of boards of education and superintendents of schools are not leaders of education, boosters for education in that community, I don't know where you are going to find anybody who will promote education. That is what the community expects of a member of a board of education—that he should not only

Note—This splendid paper is an abstract of an address before the Pennsylvania School Directors' Association, Harrisburg, Pa., Feb. 9, 1918.



believe in education but that he will be ready to stand up for it, to talk for it. I think every community should have some one who will stand up for better schools than we have now.

In the third place, a member of the board of education should have courage or independence. It is not always easy to have courage or independence. It takes courage and independence in some places to stand up for good schools and insist upon having good schools.

#### An Example from Experience.

In a superintendency I once had of about forty teachers, we had a lawyer on the board. He had taught school once upon a time and he thought he knew a thing or two about teaching. Sometimes when a member of a school board has been a teacher he is very likely to give his advice. I know that some of these men are very valuable. This man believed in certain things about schools and he had the courage to stand up in that community and say so whether the people liked it or not, and he had that quality of doing the right thing while he was on the board whether he was reelected or not. He did not care whether the people continued him as a member of the board or not. I recall two instances of his independence. It was a good many years ago. Manual training was not common then as it is now. He became interested in manual training. He proposed that that community should spend \$1,500 for manual training and he carried the rest of the board with him. Immediately there started a great onslaught against the board. Then election came off and manual training was defeated by an overwhelming majority. That man did not care at all except as to the loss to the children. And all the newspapers could say against him rolled like water off a duck's back. And he lived long enough and served on that board long enough to finally see the people of that town vote \$15,000 for manual training and no one questioned it.

Another time he made up his mind that the teachers were not getting paid enough. He could not see why people should come up from a neighboring large city and steal their teachers. In spite of the opposition which centered upon him, he said, "We are going to raise these teachers' salaries, these teachers have got to live." And the teachers' salaries were raised. And the town finally came to see that he was an invaluable man on that board of education. I recall another member of that board of education—he is now dead—a colleague of the first man, but a man of the opposite kind. He was afraid of his shadow, afraid some one would criticize him; he did not know what some one might say. The result was that he was in no sense a leader and when he got off the board, it was small loss. One night at a board meeting the question came up as to the instruction in music. This man said, "We don't send the children to school to learn music, we send them to learn to read and write and spell. They did not have music when I went to school." There was great contrast between these two men—one useful and the other not useful.

In the fourth place. To be industrious is to pay attention to the work of the board of education, to see that supplies are put into the schools and on time. Some men are tedious, they talk too much and talk too long and spend more time at a meeting when they audit a bill for \$1.50 than they will spend in discussing some important question concerning school policies.

#### Appreciation Should be Voiced.

Do not hesitate to say a good word to teachers and to the superintendent, at times, and to give him a little praise, to say to the teacher something like this: "Miss So and So, what can I



HON. P. E. McCLENAHAN,

State Superintendent of Schools-Elect for Iowa.

Mr. McClenahan who will enter upon his duties in July of the present year is a native of Iowa and has had wide experience as an educator. He is a graduate of the Iowa State University and of the State Teachers' College. He has served as a teacher in New Mexico and has been superintendent at Winterset, Ia. For six years he was state inspector of high schools and more recently dean of liberal arts in Highland College. Since the war broke out he has acted as director of school and college activities for the Iowa Food Conservation headquarters.

Since January 1, Mr. McClenahan has been superintendent of the Burlington school system, to which office he was elected for the remainder of the school year.

do as a member of the Board of Education or what can the board do to help you more in your work?" Did you ever say that to a teacher? If not, why haven't you done so? To say to a superintendent or teacher, "I think you are doing a good piece of work" is encouragement. Good words after people are dead and gone does not help them a particle. And why not say to the superintendent, or principal, or teacher, occasionally, "I think you are doing good work, the children are learning. Is there anything that I can do to make your work better?"

You say, "If I say that to the superintendent or teachers in my district they will ask for more salary." I don't believe it, but occasionally it might so happen. There is not a man or woman who does not like a little praise. The superintendent or the principal has rather a hard job of it, he has a lot of people to please. A member of the board of education walks into his office and says to him, "I think our schools are better than when you took hold of them." Why not say it to him as well as to other people? I tell you that sort of thing would help mightily in making good schools and would help mightily if you have a 19-year-old girl teaching a school out in the country. This girl, with little life experience, who has not seen much of the world, if you as a school director would go to her and say, "What can I do to help you make this a better school?" it would help. Too often this 19 or 20-year-old girl, teaching in a country school, has a hard time finding a boarding place. Children are sometimes dirty and not eager for learning. Why not give this teacher the encouraging word?

#### The Hiring of Teachers.

One of the duties of the board of education is to get teachers. I think that the board of education should appoint teachers solely upon the recommendation of the superintendent. Now, some of you don't agree to that, you want to take a hand in that yourselves, but I want to tell you that it will make for good schools and better schools in the long run if the board of education rests the responsibility for recommending of teachers and the appointment of teachers in the superintendent of schools. That is his job. A member of the board of educa-

tion has no time to be investigating the qualifications of teachers if he is a good businessman. In an increasing number of cities in this country, the law provides that no one can be appointed without, first, the recommendation of the superintendent of schools. Of course, the superintendent makes mistakes, if he did not make mistakes he would be worth a million dollars a year to the Bethlehem Steel Company, but he won't make as many mistakes as the board of education will make provided that man has been appointed upon merit—if he has been appointed upon politics, which God forbid! for the schools exist for children, not politics. Then he has a better opportunity for finding out where good teachers are than boards of education. A wise, up-to-date superintendent who is not asleep at the switch will know where the source of best supply is. Throw the responsibility upon him. Legally, the board of education appoints teachers. I am talking about the recommendation of teachers. Then again, I have known of some superintendents of schools and of members of boards of education who have made very great mistakes in appointing teachers because they have taken too much stock in letters of recommendation written by some stranger. They have taken those letters in all seriousness, stating that Mary Smith is a good woman, of good moral character, etc. This is the kind of letter of recommendation that I would write: "Miss Mary Smith is a good teacher. If I were superintendent of schools in your city, I would hire her." That is enough. I would not give a cent for a bushel of recommendations written by people that I did not know. The poorest teacher who ever taught a school can get a whole bundle of recommendations from some one. So I never would hire a teacher unless I could see her. But I would throw the responsibility upon the superintendent, or principal, and let him walk the floor on the question of getting new teachers.

#### Favoritism vs. Merit.

Now there is one other thing about this: If the superintendent of schools were found to be playing politics in the appointment of these teachers, if he were found to be exerting religious or political or social favoritism, he would not have that job long. Any member of a board of education or superintendent that allows his prejudices to enter into the appointment of teachers, if he appoints a girl because her father happens to be of a certain political party, is doing a great injustice to children. So also, if he appoints a teacher because she happens to be the daughter or relative of somebody. That member of the board of education or superintendent ought to have sleepless nights because he has not been doing the job solely for the interest of children.

#### The Salary Problem.

I went once and inspected a high school and I found a very poor school. I also found that the principal was the son of the president of the board and the head woman teacher was the daughter of another prominent member of the board. I am not saying that because a young man or woman happens to be a relative of a member of the board he or she should not have the position, but I do say that unless that teacher can "deliver the goods" in the school-room they should be kept out.

Another thing I want to speak of, an old, old story, the question of salary. Who is to teach our schools next year in view of the great demand for women's services, to say nothing about the men? The demand for labor in this country is far beyond the supply, and what are we going to do about it so far as schools are concerned? We have got to recognize the fact and to say to our constituents: "You must make a very large



increase in the salaries of teachers if you are going to have our schools taught." Candidly, I think this is the most serious condition that ever confronted the American schools—to get an adequate supply of teachers for next year. We do not have the women and girls in our normal schools that we had a year ago. Why? Because New York, Philadelphia, and such places have picked them off and put them into offices. I went into the Bureau of Statistics in Trenton the other day and asked, "How much has the cost of living increased this last year?" From June, 1916, to June, 1917, on 50 articles that you put on your table to eat, how much do you think they averaged in one year? Fifty per cent in one year. Where is the community that has increased its teacher's salary fifty per cent? I know of no such community in New Jersey. Another question I asked, "Have you statistics that show the prices of these articles for twenty years?" There had been an increase of 145 per cent in the twenty years.

A new problem confronts boards of education and it is this: There was a time in New York State when I was a boy when there were plenty of teachers, half a dozen applicants for every job; but not so in these times. The new problem is this, that it is the business of the member of the board of education and of the superintendent of schools to make that good teacher just as happy and contented in her work as possible in the way of salary, in the way of equipment for the school in which she teaches, in helping her to get a good boarding place. A fine teacher, like a fine superintendent or prin-

cipal, is the most independent person on the face of the earth, because there are so many people looking for that kind of material. If you can't make her contented and happy she will go where she can be contented and happy.

#### Care of Property.

The board of education should feel that it is a part of their work to look after the school property. I could point you to schools in my state where the schoolhouse is not properly taken care of. It is a crime to boys and girls to force them into school under compulsory laws, and then have them go into some out-buildings that I have seen.

One thing more, a great deal depends upon the kind of superintendent or principal you have. It is too late to stress the fact that schools in Pennsylvania, like schools in New Jersey, differ very greatly in their work because you have different kinds of superintendents and principals. There is not a day, there is not a week, when a person in my position, when the state school system is not asked by some community, "Where can we get a good \$2,500 or \$3,000 man?" This is a very difficult question. Any community that has a live superintendent, who is putting up new ideas to the board, who is departing from the old way of doing things and who is honest and devoted to his work, who stimulates children in the right way, has a great educational prize. The same is true of good county superintendents, city superintendents—they are hard to get. If you have one, keep him.

A town in Indiana built a new \$30,000 high

school a few years ago, they were very proud of that high school, they had a good principal. Some one came along and offered that principal \$100 more, and they let him go for that \$100 after building a \$30,000 schoolhouse! What makes a good school? A good teacher and a good superintendent.

Many people are complaining about the cost of schools. Some are saying the schools are not as good as they used to be. I looked over an old school report the other day and this is what I found in it. "We recommend that teachers give more attention to spelling. Our children don't spell as well as they did in the days of their forefathers." Was it dated 1917? No. 1910? No. What was the date of it? 1843.

Sometimes you are discouraged. I sometimes am. Do you know what is the cure for it? I will tell you as far as you school directors and superintendents are concerned. Instead of going to business next Monday morning, if the schools are not shut off by snow or lack of coal, go to the school for which you are responsible. Sit in the back of the room and stay there for a while. What will happen to you? Your blues will disappear. You will see those bright, interested children, eager for everything good in this life. And before that half-day is over, however blue you may be about the war, about certain phases of your life, I will guarantee that you will find yourself enlivened and refreshed. You will find that what you are doing as a member of the board of education is the best and most satisfactory form of public service because you are dealing with children.

## A New Consideration of School Progress with Special Reference to Sex Differences

(Being a Study of 62,219 Thirteen-year-old Children in Twenty Towns and Cities)

George W. Frasier, Director of Research, State Normal School, Cheney, Washington

For the past decade every live superintendent has been a student of comparative school progress and has been making an attempt to reduce retardation, elimination, and repetition to a minimum. In order to deal intelligently with the above problem it is necessary for him to (1) know conditions in his school system and (2) devise means to better these conditions.

The following study purposes to lend aid to the superintendent in dealing with number one of above, in other words in finding his particular problem. Two different phases of the question will be dealt with, (1) the importance of considering sex differences in such a study and (2) a better method of studying school progress.

Superintendents who have been making age-grade studies of their pupils and find that they have 15 per cent of retardation in their schools have some very usable data, but it is very much better to know that 18 per cent of the boys and 12 per cent of the girls make up this retarded class. In spite of the obvious advantage of making such studies along the sex lines, most superintendents fail to do so. It was the original purpose of this article to make a study of 50 cities, but upon consulting city school reports it was found necessary to reduce the number to twenty, as all other reports available contained no separate data for the sexes. It is to be hoped that in the near future all school reports will be made along sex lines so that school problems can be studied from this very advantageous angle.

The much used age-grade method of determining school progress is very useful in finding the percentage of retardation, acceleration and at-ageness, but it has serious limitations when one wishes to make comparison for scientific

purposes. For example, we find that school A. has 20 per cent retardation and school B. has 16 per cent retardation and our tendency is to conclude that the children in school B. make better school progress. It is obvious, after an examination of conditions, that this may not be the case. Ordinarily we find very little retardation in the first grades and if a school has very large lower grades and a high percentage of elimination making small upper grades, then, the percentage of the total number of children who are retarded will be relatively small. This, then, will make a good showing on the basis of percentage retarded for a school in which poor school progress has been made.

In order to overcome this evident disadvantage and at the same time use a method that will give an adequate idea of the relative school progress of the sexes the following plan was devised. One age was selected as a basis and the grade location of each child of that age was determined. Thirteen was chosen as the most desirable age for the following reasons:

(1) Thirteen years is an age included under the compulsory attendance laws of most states and for this reason practically all children of that age will be found in school.

(2) At thirteen years a child has been in school long enough to demonstrate the school progress he is capable of making. If a child began school at six and made normal school progress he should be in the eighth grade at thirteen. Absence from the eighth grade location will show retardation and acceleration.

Before presenting our data we wish to call the reader's attention to the fact that inter-city comparisons from these data are not fair be-

cause our data are not comparable if interpreted in such a manner. This fact can be made more evident by calling attention to the wide variation among cities in the age standards used. We are dealing with thirteen year old children but this age does not mean the same thing in all cities. Thus, in Cleveland each child is reported to have the age of his nearest birthday and so a child 12 years 7 months of age would be classed as thirteen. However, in Columbus each child is reported to have the age of his last birthday and a child of the above age would be classed as twelve. These facts point out that comparisons made between thirteen year old distributions in Cleveland and Columbus would not be valid. Another factor that tends to make inter-city comparisons impossible, from these data, is the widely different dates at which ages are taken for the school reports. In Danbury, Conn., the age grade chart was made out October 1, while in Beverly, Mass., it was computed from ages taken on the thirtieth day of June. The following table shows the three possible school ages of the same child as computed in three different cities:

TABLE 1.  
(Age of John Jones, Thirteenth Birthday, Nov. 1, 1917.)

City	Date age-grade chart was made	Age basis of child	School age of child
A	October 1, 1917	Last birthday	12
B	October 1, 1917	Nearest birthday	13
C	June 1, 1918	Nearest birthday	14

It is evident from the above chart that in the school reports issued for the school year 1917-1918 John Jones was 12 years of age in city A., 13 in city B. and 14 in city C. This shows not only the impossibility of comparing cities used in this study, but also the absurdity of comparing, as is often done, the percentage of



TABLE 2.  
Showing the Distribution of Thirteen Year Old Children in Twenty Cities.

Grade	City	Danbury, Conn.	Fall River, Mass.	Winchester, Pa.	Beverly, Mass.
1	Boys	1	4	1	1
2	Girls	1	2	1	1
3	Boys	1	16	1	1
4	Girls	1	87	3	6
5	Boys	6	185	8	23
6	Girls	30	184	5	41
7	Boys	25	200	12	43
8	Girls	35	156	27	68
9	Boys	31	58	17	19
10	Girls	1	4	2	5
11	Boys	1	1	1	1
Total		129	895	74	207
Median		8.07	8.33	8.33	7.73

Grade	City	York, Pa.	Williamsport, Pa.	Aurora, Ill.	St. Louis, Mo.
1	Boys	2	1	1	3
2	Girls	1	1	1	8
3	Boys	12	3	1	54
4	Girls	24	6	4	240
5	Boys	58	26	10	569
6	Girls	89	54	21	919
7	Boys	99	74	46	1029
8	Girls	84	83	35	601
9	Boys	9	16	16	151
10	Girls	1	2	2	9
11	Boys	1	1	1	1
Total		379	263	135	3585
Median		7.03	7.56	7.68	7.0

Grade	City	Wichita, Kans.	Grand Rapids, Mich.	Kansas City, Mo.	Richmond, Va.
1	Boys	1	1	1	1
2	Girls	1	1	1	1
3	Boys	11	8	16	5
4	Girls	33	12	51	27
5	Boys	64	51	187	76
6	Girls	100	143	327	147
7	Boys	134	181	440	261
8	Girls	77	216	446	509
9	Boys	15	37	162	147
10	Girls	1	2	13	49
11	Boys	1	1	1	1
Total		447	600	1662	688
Median		7.02	7.44	6.53	7.06

Grade	City	Winston-Salem, N. C.	Baltimore, Md. (White)	Baltimore, Md. (Colored)	Boston, Mass.
1	Boys	2	10	8	11
2	Girls	12	40	49	33
3	Boys	10	151	71	61
4	Girls	23	465	110	120
5	Boys	28	712	88	133
6	Girls	39	824	47	91
7	Boys	30	623	31	56
8	Girls	1	261	19	30
9	Boys	17	34	2	7
10	Girls	3	2	1	1
11	Boys	1	1	1	1
Total		165	3131	425	542
Median		6.19	6.22	4.77	5.35

Grade	City	Columbus, Ohio	Cleveland, Ohio	Trenton, N. J.	Philadelphia, Pa.
1	Boys	2	4	2	11
2	Girls	4	1	1	6
3	Boys	22	39	21	16
4	Girls	51	197	63	46
5	Boys	151	531	82	81
6	Girls	277	823	138	131
7	Boys	380	921	151	161
8	Girls	271	687	135	141
9	Boys	48	123	56	76
10	Girls	1	10	6	10
11	Boys	1	1	1	1
Total		1215	3351	654	669
Median		7.26	7.08	7.14	7.34

Grade	City	Waterloo, Iowa	Total (20 Cities)
1	Boys	1	56
2	Girls	1	41
3	Boys	1	227
4	Girls	5	172
5	Boys	14	792
6	Girls	18	676
7	Boys	45	2458
8	Girls	28	4844
9	Boys	9	4334
10	Girls	4	6904
11	Boys	1	6561
Total		121	7744
Median		7.48	8333

children of any age distribute themselves as far as intelligence is concerned over an area approximating the normal curve of probability. Fig. 1 given below shows the total distribution of the thirteen year old children under consideration.

The preceding diagram shows that our distribution is slightly skewed to the left but otherwise tend to approximate the normal curve. So we conclude (1) this distribution is what would be expected from the standpoint of intelligence, providing that the same amount of the same type of education is presented to all children and (2) the trouble must lie with the schools in failing to provide different types or different amounts of education for different levels of intelligence.

#### Some Sex Differences.

In Table 2 we have given the median grade location for each sex for each city and the total. From a statistical standpoint this is a fair method of comparison.

In nineteen of the twenty cities the median grade location for the boys is lower than that for the girls and this difference is as great as .58 of a grade. The median difference is .24 and on the basis of a nine month school year this means that by the time a girl is thirteen years of age she is 2.16 months ahead of the average boy at the same age.

The superintendent is confronted with this problem in almost every American school district and no matter what explanation is offered for the problem it always comes back to the school to readjust itself to meet the conditions. It appears evident that our schools as they are constituted at the present time are better suited to girls than to boys.

#### Some Conclusions.

1. Our schools are better suited to the *extra bright* pupil than to the average or dull pupil.

2. Our schools are better suited to girls than to boys.

3. A new type of education must be developed that will take care of the 15,281 boys and 13,792 girls that are shown in Table 2 to be repeaters.

4. Superintendents must realize that the problem of retardation has not been solved. 46.7 per cent of the children studied in this article are retarded. (This enormous *but true* per cent of retardation does not show up in totals taken from age-grade charts used in school reports.)

It is the sincere wish of every man working on the subject of retardation and school progress that some national committee will define school ages as to when and how these are to be calculated so that ages given in school reports would have a standard meaning, and would be comparable.

Note—The author has on file in his office the dates and pages of school reports used in this study and will be glad to furnish any reader a copy.

Supt. A. F. Harman of Selma, Ala., has taken steps to revise the school program in order to make up lost time due to the epidemic. It has been proposed to eliminate the opening exercises except for one day a week and to lengthen the school day.

The Oregon State Consolidation Commission, in its report to the governor, in addition to recommending that the office of state superintendent be made appointive, has advocated the merging of all of the state's educational institutions with the exception of the boards of regents of the higher educational institutions, into a single board of education composed of seven members. The membership of the board of regents of Oregon Agricultural College and the University of Oregon, in the opinion of the commission, should be reduced to seven members and their terms reduced.

With regard to the state superintendent it is recommended that the office be made appointive.

retardation given in school reports. However for the purpose of sex comparisons within a city where the same conditions affect the two sexes our comparisons are statistically valid.

The author of this article feels that his task has been completed when these data have been presented. The interpretations to be given in the remainder are evident on the face of the figures given above and perhaps other lessons can be learned from them thru further study.

It is interesting to note that children of this age are found in the first grade, in the eleventh grade and in every grade between. The mode for each sex is found at grade seven in the table of totals which shows that the *average* child does not make a grade each year.

This total distribution of thirteen year old children seems to point out the inability of the schools to handle children. However, it is en-

lightening to study this total distribution in the light of the normal distribution of intelligence among an unselected group of school children. Terman has pointed out that school

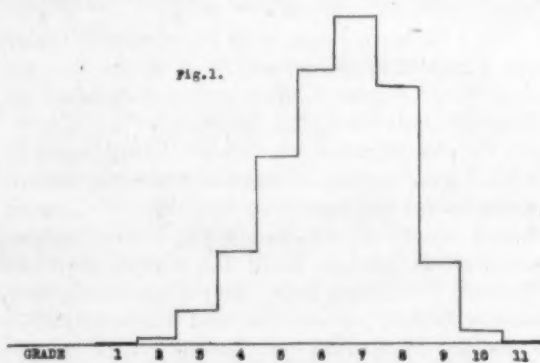


Fig. 1. Distribution of 13-Year old Children in Grades.





# Janitorial Supervision in Highland Park, Mich.

Principal Charles W. Mickens

In the first half of this paper, the qualifications of janitors and methods of raising the standards of efficiency were discussed. The actual application of a standard plan of fixing the salaries and rating the efficiency of the men will be described below.

The standards and tables on this, and the following page, are based upon the school conditions, data and facts of the seven ward schools and the high school of Highland Park, a city of 40,000 inhabitants with a school census of about 7,000 children.

The school system is practically new, having grown from one small building to eight splendid ones within the brief period of ten years. The buildings are all comparatively new so that the problem of comparison is not so difficult as it would be in a system with buildings of various ages and kinds of construction.

For the standard building of the city, the writer chose the Donald Thomson school, built in 1916. It is fireproof and modern in equipment of all kinds. It will be observed from the tables that there are three pairs of buildings which are practically of the same size, varying only in some minor details.

In our computation we have denoted the data under various titles. At the Thomson school each separate heading is designated as *one unit*. The data of all other buildings are given in relative units. To illustrate: The Thomson school with an area of 25,000 sq. ft. is expressed as one unit, while the Willard school having 55,000 sq. ft. is expressed as 2.2 units. This method is followed in regard to the other units of the chart. See Table II.

## Explanations of the Charter Data.

1. The floor space to be cleaned is based upon outside measurements altho inside measurements would give the same results. The architect can usually furnish the floor area. "Cleaning" includes the necessary daily service with the vacuum cleaner.

2. Floor space for mopping has arbitrarily been reduced about 20 per cent because of basements, gymnasium, etc., which are seldom mopped or are usually flushed with the hose. This includes deductions for inside measurements.

3. Woodwork cleaning is based upon the square feet of woodwork comprised in the door openings, which are assumed to be in about the same ratio in all of our school buildings. Modern buildings do not contain much other woodwork.

4. The work is similar for all modern porcelain fixtures so the number of pieces have been taken into consideration in securing the relative units of item *four*.

5. Glass includes the cleaning of both sides of all glass in the building.

6. Daily details cover a multitude of things, such as filling inkwells, dusting, emptying waste baskets, running errands, etc., etc., and the units are based upon relative pupil accommodation.

7. Disciplinary means the janitor service in preserving good order upon the premises and is based upon the number of pupils in the building. This might vary under the demands of different principals, but these figures show an adequate service of this nature.

8. Heating is explained by the note under item "eight" in the table.

9. The playground is an item too often overlooked owing to size, surface and other factors. A well kept yard with a sandy soil has the advantage of one whose surface is a sticky clay. The labor of cleaning is much increased by bad yard conditions.

10. "Cleaning Walks" refers to the removal of the snow in winter and is based upon inside walk area or upon areas to be cleaned.

11. The lawn ratios are based upon that part of the yard that needs constant summer care.

12. Age difficulty refers to buildings of different ages and construction. Our buildings, come under the "new class," all having been constructed or remodelled recently in the most approved manner.

Adding all the units of the general data, in each building we have the data in "total Units" as follows:

Thomson .....	7 units
Angell .....	6.56 units
Ford .....	9.28 units
Ferris .....	10.56 units
Willard .....	14.58 units
Liberty .....	13.7 units
Stevens .....	3.65 units
High School .....	5.09 units

From this data it is easy to determine the relative amount of work to be performed at each building.

Applying our standard of daily and weekly work (Table I in the January *Journal*) we easily determine the number of men necessary to do the general work at the Thomson. In actual practice this has been found to be a task for two good, energetic men, working eight hours each. Assuming then that two men can do the general work at the Thomson it is easy to determine the men needed at the other buildings. This assignment appears in Table III.

TABLE III.  
Total Assignment of Men.

School	General Work	Heating Unit Plan	Heating Graph Plan	Total with Unit Plan	Total with Graph Plan
Thomson	2.87	.6	.7	2.6	2.7
Angell	1.87	.6	.7	2.47	2.48
Ford	2.65	.79	.9	3.44	3.55
Ferris	3.02	.79	.9	3.81	3.92
Willard	4.16	1.32	1.32	5.48	5.48
Liberty	3.9	1.5	1.5	5.4	5.4
Stevens	1.04	.36	.6	1.4	1.6
High	14.5	6.9	2.	21.4	16.5

One can easily see that there is no great number discrepancy caused by the use of these two plans except in the High School. It is quite evident that increased size of building does not require a proportionate increase in the number of men. However we believe in this one building the true required number is somewhere between "21.4" and "16.5."

## Efficiency.

It is important when determining the number of janitors for any building to consider the individual abilities of the men. Leadership, individual performance, adaptability, character, age, industry, thoroughness and other characteristics all combine to make the ideal janitor. Different plans have been suggested for judging efficiency by these factors, one of which recently appeared in the November, 1918, issue of the *SCHOOL BOARD JOURNAL*. A modified form of the *Journal* plan has been adapted to our purpose. This modification with its universal application to all localities is shown in Table IV. Five men of varying capacities were compared for this illustration. It is evident that an ideal janitor must be found in the system or else an ideal one established with which all comparisons must be made. Fortunately a hundred per cent man was found for this comparison. Further, the ratings should be made by a single individual in conference with the persons most closely associated with the different men, presumably the principals of the different buildings. Sometimes the chief janitors may be conferred with in the determination of the desired factors.

Table IV. provides the basis of Table V. which shows the salaries that would be paid according to the estimate of efficiency.

Assuming the table of efficiency to be correct and placing the salary of No. 1 at \$100 per month (any other monthly salary could be used)

EFFICIENCY CHART—TABLE IV.  
Elements Used in Rating Janitors.

	No. 1	No. 2	No. 3	No. 4	No. 5
I. Leadership, Includes (100 Points).....	100	80	75	90	75
a. Organizing ability (50).					
b. Power of directing work (50).					
II. Ability to Perform Work (100 Points).....	100	90	75	90	90
Quantity (Influenced by age) (60).					
a. Industry.					
b. Hours of labor.					
c. Speed-rate of work.					
Quality (40).					
a. Thoroughness.					
b. Systematic-procedure.					
III. Personality (100 Points).....	100	90	90	90	85
Force of character (20).					
Personal appearance (20).					
Manners (20).					
Language (20).					
Tact with children (20).					
IV. Loyalty (100 Points).....	100	100	100	100	100
a. Satisfied (100).					
b. Dissatisfied (0).					
Total Points to Credit.....	400	360	340	370	350
Per Cent Efficient.....	100	90	85%	92½%	87½%



# School Board Journal

TABLE II—COMPARATIVE DATA FOR THE DETERMINATION OF JANITOR SERVICE.  
GENERAL WORK.

Gen. Data	Thomson	Units	Angell	Units	Ford	Units	Ferris	Units	Willard	Units	Liberty	Units	Stevens	Units	High	Units
1. Floor Cleaning (vacuum)	25,000 sq. ft.	1	25,000 sq. ft.	1	33,000 sq. ft.	1.32	33,000 sq. ft.	1.32	55,000 sq. ft.	2.2	55,000 sq. ft.	2.2	15,000 sq. ft.	.6	250,000 sq. ft.	10
2. Floor Mopping	20,000 sq. ft.	1	20,000 sq. ft.	1	26,400 sq. ft.	1.32	26,400 sq. ft.	1.32	44,000 sq. ft.	2.2	44,000 sq. ft.	2.2	12,000 sq. ft.	.6	200,000 sq. ft.	10
3. Wood Walls (cleaning)	7,000 <sup>1</sup> sq. ft.	1	7,000 sq. ft.	1	9,240 sq. ft.	1.32	9,240 sq. ft.	1.32	15,400 sq. ft.	2.2	15,400 sq. ft.	2.2	4,200 sq. ft.	.6	84,000 sq. ft.	12.1
4. Porcelain (cleaning)	55 pcs.	1	42 pcs.	.76	39 pcs.	.70	100 pcs.	1.8	265 pcs.	1.18	2110 pcs.	2	35 pcs.	.65	2360 pcs.	6.5
5. Glass Cleaning	10,000 sq. ft.	1	8,000 sq. ft.	.8	15,000 sq. ft.	1.5	14,000 sq. ft.	1.4	20,000 sq. ft.	2	21,000 sq. ft.	2.1	4,000 sq. ft.	.4	60,000 sq. ft.	6
6. Daily Details (dusting, etc.)	500 pupils	1	500 pupils	1	780 pupils	1.56	850 pupils	1.7	1,200 pupils	2.4	750 pupils	1.5	200 pupils	.4	1,600 pupils	3.2
7. Disciplinary (recess, halls,)	500 pupils	1	500 pupils	1	780 pupils	1.56	850 pupils	1.7	1,200 pupils	2.4	750 pupils	1.5	200 pupils	.4	1,600 pupils	3.2
<b>Total Units</b>		7		6.56		9.28		10.56		14.58		13.7		3.65		50.9
<b>Required Men</b>		2		1.87		2.65		3.02		4.16		3.9		1.04		14.5

1. Based on door area. 2. Swimming pools extra.

## SPECIAL WORK—a. HEATING.

Data	Thomson	Units	Angell	Units	Ford	Units	Ferris	Units	Willard	Units	Liberty	Units	Stevens	Units	High	Units
8. Heating L. P.	2 blrs. 25,000 sq. ft.	1	2 blrs. 25,000 sq. ft.	1	2 blrs. 33,000 sq. ft.	1.32	3 blrs. 33,000 sq. ft.	1.32	4 blrs. 55,000 sq. ft.	2.2	Special 15% 2 bls. H.P. 55,000 sq. ft.	.3	1 blr. 15,000 sq. ft.	.6	Special 15% 5 bls. H.P. 250,000 sq. ft.	1.5
<b>Total Units</b>		1		1		1.32		1.32		2.2		2.5		.6		11.5
<b>Required Men (Unit Plan)</b>		.6		.6		.79		.79		1.32		1.5		.36		6.9
<b>Required Men (Graph Plan)</b>		.7		.7		.9		.9		1.32		1.5		.6		2

Note—The unit plan is based upon cu. ft. capacity (e. g.) If the Thomson school has 300,000 cu. ft. and the High has 3,000,000, then one contains ten times as many units as the other, hence ten times the work. This, however, is not true in practice. The graph plan uses a graph prepared originally by Mr. Geo. F. Womrath of Minneapolis. This graph increases the compensation for cleaning at a constant rate and for heating at a less rapid rate on the theory that the labor rate does not increase proportionately.

## b. WALKS, LAWNS, PLAYGROUNDS, AGE DIFFICULTY. 3

Data	Thomson	Units	Angell	Units	Ford	Units	Ferris	Units	Willard	Units	Liberty	Units	Stevens	Units	High	Units
9. Playground Condition	Poor 4A. cin.-clay	1	Fair 1½A sand-grav.	.8	F. 2½A sand-grav.	.8	Good sand grav.	.7	Poor 3½A clay-cin.	.7	Fair 2A sand-cin.	.8	Good ½A Gravel	.7	negligible	0
10. Walks (Inside)	7,000 sq. ft.	1	5,000 sq. ft.	.71	7,000 sq. ft.	1	5,000 sq. ft.	.71	7,500 sq. ft.	1.07	8,000 sq. ft.	1.14	1,400 sq. ft.	.2	15,000 sq. ft.	2.14
11. Lawns (In summer)	30,000 sq. ft.	1	negligible	0	12,000 sq. ft.	.4	1,000 sq. ft.	.33	15,000 sq. ft.	.5	15,000 sq. ft.	.5	1,000 sq. ft.	.33	25,000 sq. ft.	.83
12. Age Difficulty	Not necessary in a new system like ours but it would be necessary in systems which are not new.															
<b>Total Units</b>		3		1.51		2.2		1.74		2.57		2.44		1.23		2.97

3. No attempt has been made to assign the necessary men to this work as the various items are not constant factors and must be dealt with by each school in the best available manner. The table shows relative values only.

the salaries of the men, compared, would appear as follows:

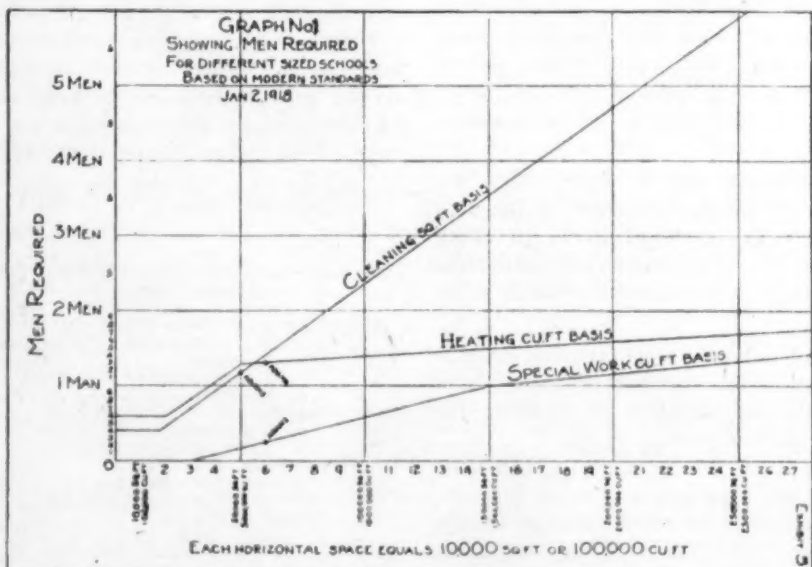
SALARIES—TABLE V.

No.	Per Cent Efficient	Salary
No. 1	100	\$100.00
No. 2	90	90.00
No. 3	85	85.00
No. 4	92½	92.50
No. 5	87½	87.50
Etc.	Etc.	Etc.

This table can be extended to cover the entire system.

These standards and units are being applied to the system of Highland Park schools with more or less success. Modifications and corrections will be made until the plan becomes still more reliable. This contribution is made in the hope that other systems may derive some benefits.

A cistern must be filled before it can be drawn from. So with any educational office—men who put most into it in the shape of energy and work, get the most out of it.



Graph devised by Mr. Geo. F. Womrath for determining the Number of Janitors in School Buildings of Various Sizes.



# Rating a Teaching Position

From the Teacher's Point of View

George F. Miller, Philadelphia, Pa.



Much has been written during the past few years about grading and rating teachers. For that purpose, many systems have been devised, explained, and described. The attempt has been to arrive at a more definite method of determining the value of the teacher to the school; to fix a standard whereby teachers may be measured. Such plans usually take the form of lists of characteristics such as scholarship, personality, community interests, personal appearance, energy, voice, and the like, which are divided and subdivided into many parts. The more elaborate lists contain about a hundred points upon which teachers are rated.

Why not devise similar plans, which have either not yet appeared or have been scarce, for estimating the value of the position to the teacher? May not a summary of the desirability of a teaching position, with a careful consideration of all its advantages and disadvantages, be of service to administrators as well as to teachers? The rating of the teaching position will help to answer the question, What kind of a school do teachers like? It should also help to put the right teacher in the right place, and would enable the teacher by making a brief survey of the situation, to go into the place with his eyes open.

This article enumerates some of the factors which make schools attractive, or the opposite, to teachers.

## The Type or Grade of School.

The grade of school, whether elementary, secondary or of college rank, is a determining factor. Practically all teachers are restricted to one of the three divisions and should not carelessly attempt to cross the boundaries in any direction. Most college professors would be failures as teachers in elementary or even in secondary schools. No school board would make the mistake of placing a typical elementary teacher in charge of high school work; but errors in the opposite direction are not uncommon. One who has academic degrees and who has taught successfully in college positions, but who has had no other teaching experience, is taken readily for a high school position; and in like manner a high school teacher of even doubtful success is considered by many school officials entirely competent for elementary work. It may be thought that teachers never go from higher to lower grades of schools, but for reasons that need not be mentioned here, such cases do frequently occur. Boundary lines between schools of different rank should be crossed by teachers only after careful deliberation and preparation. The conclusion for the teacher is that a position for which he has not made direct preparation is as a rule undesirable to him.

## Salary.

The danger is not that one will neglect to consider the factor of salary when deciding upon a position, but that he will disregard the importance of nearly all other considerations. There are many other things, some of them mentioned below, which should influence one,

especially if he is a beginner. He may be sure that at the best, if he is at all competent, he is making a financial sacrifice when he selects teaching as a profession. So meager is the tangible reward that Dr. M. Cary Thomas says "only second rate men can be induced to teach in them (public schools) in considerable numbers." Recently a county supervisor, one of the best in his state, who was imbued with his work and well liked by his constituents, found that his family was starving on his small salary, fixed by state law, and went into commercial work at three times his former compensation. A man may spend the best years of his life preparing for the teaching profession only to find that he is paid at about the rate of an unskilled laborer. Most teaching positions, if measured only by the tangible rewards, are undesirable to all except the incompetent.

## Provision for a Pension.

An attempt is sometimes made to supplement inadequate pay by pensions. However, this plan usually has the disadvantage of lowering the salary in two ways; on the supposition that the direct pay need not be high since there is a pension behind it, and by assessing the decreased compensation to pay pensions already allowed. As a means of attracting desirable teachers, the pension cannot as a rule be rated high. The teacher, before accepting a position, should know whether a pension is provided and upon what conditions.

## Public or Private School.

Do public or private schools offer the best opportunities to teachers? The desirability of a teaching position is not often decided upon the basis of public or private ownership. There are advantages in both. As a rule, public schools are sounder financially, are more democratic, the tenure of office is more secure (especially in large systems), and the administrative policies are more uniform. Sometimes private schools pay only part or even none of the promised salary, which never happens in public schools. On the other hand, private schools allow teachers more freedom in method, have smaller groups of pupils in classes, and provide longer vacations. The answer to the question at the beginning of the paragraph depends more upon the individual tastes of the teacher than upon essential characteristics of the schools.

## Social Environment.

A factor that is often overlooked by one going into a school to take up the duties of a teacher is the social environment. It is not likely that one who has lived only in a large city will be contented or successful in a small, remote, rural school; and one taken directly from rural life to teach in a city would also probably be a sad misfit. There are a number of reasons why, all other factors being equal, one will be more successful in his native environment. His habits are formed to suit it; he knows how to keep healthy and comfortable where he has always lived; he understands the people of the community. The importance of this last factor is

not always understood. Not only a knowledge of the home life of the pupil, but a sympathetic appreciation of all conditions that surround the child will lead to an insight and an interest, a bond between the teacher and the pupil, that is a potent means of success. One of the greatest teachers that the writer has ever known was a native of the little city where she taught. She knew the homes from which the pupils came even unto the skeletons in the closets. She knew the special interests, the hopes, abilities, and weaknesses of every boy and girl in her room. By a word, a look, or a gesture each one knew that she understood him and wanted to help him. Her pupils idolized her. Blessed is the child who has such a teacher. In the same building was another teacher, who knew her subject with equal thoroughness, but because she was from another part of the country and did not understand the community, she antagonized the pupils. Of course one is not restricted to his native vicinity, but when he changes to a very different environment he should be on his guard.

In his limited survey of a prospective location, one should note the characteristics of the inhabitants. Some of the questions that arise are: Does any foreign nationality predominate? Is a foreign language spoken? Is the population cosmopolitan? Does ignorance or intelligence prevail? Are most of the people wealthy or poor? What are their occupations, their amusements and recreations? Is it chiefly an industrial or residential community? The answers to these and similar questions will determine to what extent the teacher will find the people congenial. An Italian may be successful in a Hebrew section, but the chances are that a Hebrew of equal education would serve the place better.

## Geographical Location.

The location of a school is occasionally a factor of importance; but as a rule the question of temperature and other climatic conditions do not influence a teacher in the choice of a position. When this factor is an important consideration, it is usually due to the poor health of a dependent relative. However, when the location means putting one in his most favorable social environment, it becomes such an influential consideration that it may outweigh even salary. The great majority of individuals want to locate in their home town. A questionnaire containing about forty questions and filled out by several hundred college students, revealed the fact that nearly all of them in answering the question, "Where would you prefer to live?" gave the name of their native state and town.

## Provisions for Promotion.

What opportunities for promotion does this school offer? is a question that the prospective teacher should ask himself. The promotion may be in the form of increased salary or both salary and responsibility, very rarely the latter without the former. The answer to this ques-



tion, especially in regard to responsibility, can only be estimated. Except in schools where definite schedules of increase in salaries are followed, there is no satisfactory way of determining the chances of better pay. The possibility of promotion into the schools of a different city, or in the case of private schools to another institution, should not be overlooked. Some positions while not offering many opportunities in themselves, but because they open the door to better institutions, are said to be good places to begin. One of the mistakes that beginners often make is to neglect when deciding upon a location the opportunities for promotion that it offers.

#### History of the School.

Both for the purpose of deciding upon a place and for getting a good start in it, the history of the school, especially for the past few years, is very valuable. How thoroughly a good administrator goes over the record of a candidate! Then why should not a careful candidate look into the record of the school? Such an investigation might be the means of saving both himself and the school much trouble.

For example, if one finds that the head, superintendent, principal or president, has been represented by five different individuals for the past eight years, and that teachers have not stayed very long, one may expect trouble. Especially should the new teacher know the experience of his predecessor, if there is one; and one of the best ways to obtain such information is from the predecessor himself. Arrange a conference with him if possible, or correspond with him if necessary. Of course, one need not accept all his opinions about the students, teachers and officials, nor act upon his suggestions. Allowance must be made for his possible prejudice due to either his success or failure. The brevity of this article will not permit an argument to show the many values of a historical view of a new situation nor an explanation of the means, such as an examination of reports, catalogs, and the like, of reaching facts and conclusions. It will be sufficient for the present to mention two important facts: 1. A historical view of a new position is of great value to the teacher. 2. As a rule, teachers do not use this means to anything like the extent that they should.

#### Duties and Restrictions.

A careful enumeration of his duties and restrictions should be made by the beginner. A complete program will furnish many of the facts. The number of hours on duty and what kind of work for each hour for each day of the week should be known, as well as the number and kinds of pupils or students assigned to each period. Supervised study, playground and hall duty, conferences, regular teachers' meetings, marking papers, preparing lessons, making out the required reports, keeping records, correspondence, social and extra-curricular activities of the school should all be included in the weekly program and the time for each stated or estimated. Such a summary will often reveal the fact that a teacher is expected to spend more than eight or ten hours a day on the job. The restrictive rules are illustrated by the following, which are taken from real instances, and not fiction as some of them might seem: Teachers are not permitted to instruct private pupils in the evenings; must not go out nor have callers in the evenings; must not receive presents from pupils; must be vaccinated.

#### Equipment.

What equipment does the school provide? is a question that one considering a position should ask. The term equipment is used here to include the whole school plant, buildings, grounds, textbooks, library, laboratories, museums, gymnasium, and the like.

The success of most teachers depends more

upon adequate tools than is usually supposed. Only a log to sit on might have been enough for Mark Hopkins, but the modern teacher requires the best equipment. Let the teacher make a list of materials, ink, pencils, maps, charts, books, globes, crayon, and other things needed, and determine whether the school provides any or all of them. The particular kind of equipment in which the prospective teacher is interested will depend upon his subject. For instance, if he is in charge of physical education, he will want to know more about the availability of gymnasiums, parks, athletic fields, the campus, streams and bathis than about libraries and museums.

Not only the materials and the plant in their present condition, but provisions for future needs should be considered. Find out what sum is appropriated annually for supplies and improvement in your department, and how it compares with the expenditure for other divisions of the school.

#### Standing of the School.

It adds materially to one's professional reputation to teach in a school of high standing. A beginner may well afford to sacrifice something in salary to become connected with a well-known institution of prestige. The standing of a school is determined largely by the recognition accorded it by others of equal or higher rank. If the position under consideration is in an elementary school, public or private, the question of standing is relatively simple. The pupils of nearly all elementary schools are admitted to secondary schools when they are able to do the work of the first year in the latter. The accrediting of preparatory schools by colleges and universities is more complicated. As a rule, recognition by the best university in the state or vicinity, or by the official board of a college association, is sufficient evidence of the standing of the school. The rank of a college or university is most difficult to determine. Since in most states there is no legal restriction on the use of names, one cannot decide the rank of the institution by the name. "The Business University" is the name of a little business school in a room on the second floor over a drug store. Only one or two states have made attempts to standardize institutions of higher learning. Some of the factors that determine the rank of colleges are: Endow-

ment funds and value of property, admission requirements, requirements for degrees, courses of study offered, scholastic strength of the faculty, length of lecture periods, and the number of lecture hours a week for each professor. In the absence of regulative laws, the standing of a college may be judged largely by the recognition that the leading universities give its work.

Before accepting a position that seems to be permanent, estimate the standing of the institution, and, other things being equal, go to the school of highest rank.

#### Tenure of Office.

"He spends most of his time holding on to his job," was the criticism passed upon a city superintendent. Evidently he kept his position by cunning scheming, bestowing favors where they would do the most good upon inferiors, and licking the boots of his official superiors; paying tribute to political bosses, and temporizing with conditions detrimental to the schools.

To be reasonably secure in his position is necessary for the best work of a teacher or administrator. So long as one is kept uneasy by peevish and irresponsible authorities, he cannot plan his work covering a long period of time with much enthusiasm. The school as well as the teacher loses by extremely insecure tenure of office. Positions are not easily rated on the length of tenure they offer teachers. The following conditions are conducive to length of tenure: a large school system, an old well-established school, an institution that has in the past retained most teachers for a period of years, schools where the tenure of office is governed by laws or rules. A written contract, while most often an advantage, is sometimes not desirable for either party. One school board with which the writer has had experience followed the foxy practice of having all teachers at the beginning of the year sign contracts, which were kept on file by the secretary of the board, but not signed by any "party of the second part." Later they could be signed or not to suit the needs of the board. This is of course an extreme situation. If there is a contract, be careful that it is not onesided, and insist upon having a copy of it. Authorities should remember that security of tenure is one of the most potent factors in making a position desirable. As a rule the older, the more experienced, and the better a teacher is, the more emphasis he will place upon security of tenure.

#### Associates, Professional and Social.

Being associated with intelligent and congenial persons is one of the compensations that teaching brings. But all communities and all schools are not equal in affording the teacher high social standing and agreeable colleagues. No rules can be given for the value of a tendered position in this respect, but it is worth while to remember that it is a point worth considering. On the professional side, one is especially concerned with the character, disposition and attitudes of one's superiors in office. The beginner's professional reputation is often made or marred by his supervisor.

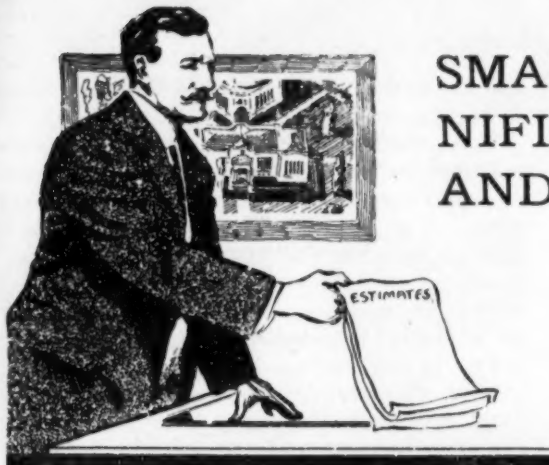
No matter how old and experienced a teacher is, he must keep growing; not only must, but if he is of any value, wants to. When asked why he made daily preparation for his classes, one old and excellent teacher replied: "Because I want my boys to drink from a running stream, and not from a stagnant pool." Professor Bagley has well said that when a teacher passes beyond the necessity of strenuous daily preparation he has outlived his usefulness. The means of intellectual growth and professional improvement may be found in any locality, but are best near an educational center where the inspiration of intellectual leaders and fellow thinkers is available. These are found more often in cities.



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## SMALL ITEMS OF GREAT SIGNIFICANCE IN THE BUILDING AND EQUIPPING OF SCHOOLS

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The suggestions contained in this article have crystalized in the mind of the writer as a result of several years' experience in the work of training teachers in the normal school and on the field of active service. During these years opportunity has afforded a rather extensive visitation among the rural and urban schools of several states, particularly Washington and Ohio, and it has been this first-hand information more than any thing else that has forced home two facts, (1) the conspicuous lack of attention to a number of small items of great practical significance to pupils and teacher, and (2) the comparatively small cost at which most of these things could be provided.

We have, therefore, designated the list given below as "Small Items of Great Significance." They are *small* in that the material cost of providing them is so little in comparison with that of many of the so-called necessary items included in the building of a school plant. I dare say all the fifteen items given in our list could be provided in connection with the construction of a \$40,000 building for less than it ordinarily costs to build the "artistic winding stairs," or the "imposing entrance," which are often attached to a building in order to please some of the patrons, who, unfortunately for the good of the schools, are still living in the "good old days."

These items are of *great* significance because the health of both teacher and pupils depends very largely upon such things and no one will question the prime importance of good health.

For convenience in discussion, we have divided our list of items into three parts, first, those items which pertain only to one-room rural schools and schools in villages having no public improvements, such as sewerage, water, light, etc., second, those items which pertain to all schools alike, and third, those items that pertain to buildings large enough to have a hall and stairways, such as consolidated rural schools and city schools.

### Items Pertaining to Rural Schools.

Strange as it may seem there are but three items which come in this list, viz., jacketed stoves, sanitary drinking fountains, and septic toilets.

**Jacketed stoves**—The cost of a jacketed stove is but little more than that of an ordinary stove and certainly it would not be a whit more expensive to place it in the corner of the room than it would be to put it in the center. It is only by means of a jacketed stove placed in the corner of the room that proper ventilation can be secured and the heat properly distributed. Dependence for ventilation, however, should not be placed entirely upon this means, as the system is not effective except in cold weather. In warm weather, when no heat is required, ventilation may be secured thru the windows.

**Sanitary drinking fountains**—There are two ways of providing a sanitary bubbler for rural schools. First, in case there is a suitable well, an attachment can be provided which will furnish an ample supply of drinking water, bub-

bling up thru a small pipe attached to a pressure tank, placed far enough below the surface to keep cool in summer and to prevent freezing in winter. The whole system is not expensive and is operated by the ordinary hand-pump, which fills the pressure tank. The water is obtained by simply turning a valve near the bubbler, the same as with any ordinary drinking fountain.

In case there is no well, practically the same results can be obtained by the use of a large water cooler with bubbler attached. Such an outfit can be purchased at a cost of not more than \$40.

**Septic toilets**—There is perhaps no greater danger in connection with country schools than that of insanitary toilets. The expenditure of a million dollars by the Rockefeller Foundation in an effort to exterminate the hookworm disease in the eleven southern states has proven conclusively, that the only effectual way in which to stamp out this dread disease, as well as the no less dangerous typhoid, is to install septic toilets at all the schools and homes in the country.

A suitable form of septic toilet has been devised by Lumsden, Roberts, and Stiles and is described in a health bulletin issued by the North Carolina State Board of Health. The danger of disease, however, is not the only reason why sanitary toilets should be provided in country schools and homes. The matter of moral ideals alone would amply justify the expenditure of many times the cost of these things. If the patrons do not lead in this matter and provide suitable accommodations, then it is left for the school to set the standard for the community.

The significance of the three items discussed above is set forth in a report of an investigation into the sanitary condition existing in 1300 rural schools, in eighteen states (U. S. Bureau of Education, Bulletin No. 12, 1914). It was found that more than two-thirds of these schools still use the common stove and one-half of them locate it in the center of the room. Two-thirds of the buildings have no thermometer and in many of the others the teachers reported that the temperature was kept from 75 to 90 degrees Fahrenheit. More than half of the schools investigated use the common drinking cup, and, in most of the schools where individual cups were used, they were either carried in the children's pockets or kept in their desks, which is worse. In only five out of 1,258 schools investigated were bubbling drinking fountains found!

The following explanation for the lack of improvement is given by the authors of the report: "Rural schools are, for the most part, attempts to copy some existing school in the township or the country, therefore, 'new buildings' are generally very little better adapted to their purpose from many points of view than old ones." It may be added, that, in the writer's experience of visiting hundreds of rural schools, he has yet to find one, outside of model or consolidated schools, that is provided with all three of the

items mentioned above, viz., jacketed stove, sanitary bubbler, and septic toilet. He has observed, however, in more instances than one, that enough money had been expended in the needless changing of textbooks, waste of fuel in open stoves, cleaning and repairing of cheap cisterns, renewal of gutters and spouting, the building and repairing of cheap privies, et cetera to have more than met the cost of the three items mentioned.

### Items of Importance to All Schools.

**Adjustable desk**—A decade or so ago adjustable desks were only to be seen in a few of the more progressive model schools, or pictured in catalogs of school furniture. At the present time there is no reason why some form of adjustable desk should not be installed in every new schoolhouse built. In many instances, however, I am sorry to say, school boards are still urged to purchase the old form of non-adjustable desks by unscrupulous firms, who care more for cleaning up their old stock than for the health of their own children.

In view of the fact that most of the older schools are supplied with fairly good desks of the non-adjustable type, the only remedy is to replace this old furniture with new, on the grounds of a justifiable improvement of the property, or to provide such substitutes as are available. Foot rests of different heights can be provided for the smaller children, but for the height of the desk there is no suitable remedy. The slant of the desk top may be changed to suit by the use of false tops made of thin material, which can be laid aside when not in use for writing.

The slant of the desk top is one of the most important items in the whole matter of adjustable desks. Stoop shoulders, myopic defects of the eyes and improper posture are largely traceable to the improper slant of the desk top. When the pupil is sitting erect, the desk top should be about fifteen inches from the eyes and at a right angle to the line of vision, i. e., the straight line drawn from the eyes to the center of the desk top. It is difficult to *teach* pupils to sit erect in their seats, when the desk tops are not properly adjusted. On the other hand, it would be unnatural for pupils to lean forward, or slide down in their seats, were the desk tops adjusted to the proper distance and slant.

It should by this time be unnecessary to call attention to the fact that stoop shoulders, scoliosis, droop shoulder, improper posture, etc., are largely caused by the use of non-adjustable school desks which, for obvious reasons, seldom fit more than one-fourth of the pupils of any given room. Ideal desks should have adjustable seats and desks, the latter being adjustable in respect to height and slant of the top. For the lower grades, tables and chairs, or movable chairs with seats and desks combined, would be better. In the upper grades and in the high school, where departmental teaching is in vogue, the study room should be provided with adjustable desks, while the recitation rooms may be



furnished with movable chairs with tablet arms, or stationary seats with adjustable tablets. Even in the classrooms the chairs or seats should be adjustable, or of different sizes, for the difference in the size of high school pupils is not less noticeable than in the case of grade pupils.

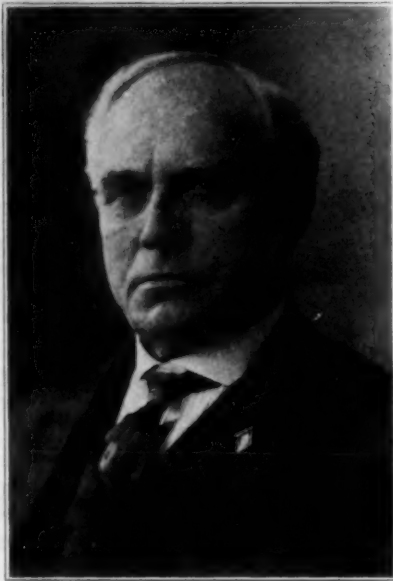
**Adjustable window shades**—The next most important item common to all schools is adjustable window shades. The only kind of a shade that meets the requirements of school hygiene is one that is adjustable from both top and bottom. There are on the market several shades which meet these requirements and cost but little more than ordinary ones. In the absence of adjustable shades, much satisfaction may be obtained by placing the ordinary window shade roller near the bottom of the window and drawing the shade up by means of a small pulley attached to the top of the frame. Or, if the roller is placed six or eight inches from the top of the window, this will allow the window to be lowered for ventilation without disturbing the shade. The direct rays of the sun seldom enter so near the top of a window, on account of the overhanging eaves.

**"Tamper proof" fixtures for drinking fountains**—No item in our entire list is the cause of more annoyance, from the standpoint of discipline, than this one. Of the several dozen different styles of fixtures on the market, only a few are satisfactory. These are made sanitary and "tamper proof." Such a bubbling cup is described by Dresslar as follows: (1) The cup should be made of material that will neither rust nor corrode. (2) The stream ought to be steady and so well controlled as to prevent the children from squirting each other, or wetting the floor about the fountain. This is an important consideration, for a stream of bubbling water affords a great temptation for the children to dabble and to play tricks on each other. (3) The bubbling cup should be reasonably strong and simple in construction. (4) The discharge for the waste water should be so constructed as to prevent clogging with refuse of any sort. (5) The valve should be so arranged as to permit the teacher or the janitor to regulate the stream, and at the same time to permit a child to open it whenever he needs to drink. In the latter case it ought to close automatically when the child has finished."

There is one other important point which the writer would add, viz., the bubbling cup should be so constructed that the lips could not touch the jet. It is a common practice for children to dip down in the stream and take the jet in the mouth, whenever possible to do so, and this alone would render the whole outfit insanitary, since it has been shown that even running water does not wash away all germs.

**Wire screens for the chalk rail**—Nothing will add to the cleanliness of the room and to the satisfaction of doing blackboard work quite so much as wire screens placed on the top of the chalk rail. These should be made of strong wire with small meshes and so fitted as to permit of removal for the purpose of cleaning. The significance of this item can only be appreciated by those who have used the screens. A substitute which is worth considering is a chalk rail in the form of a box about three inches wide and two inches deep. This is partly filled with dampened saw dust. This absorbs the dust that falls from the board and serves to keep the erasures and chalk clean. It affords a temptation, however, for the children to scatter the saw dust over the floor. The wire screen, when properly fitted, affords no undue temptation to meddle and even may serve as a means of cleaning the erasures, which may be drawn or tapped lightly on the screen.

**Hair sweeping brushes and dustless cloths**—Good hair brushes and some form of dustless



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cloths are no more expensive in the long-run than the old style brooms and feather dusters. Besides being the most sanitary, they are also the most satisfactory to use and will have a salutary influence on the ideals of the community.

**Window boards**—These can be provided at a cost of but a few dollars per room, and, if made of heavy glass, will prevent a direct draft from striking the pupils, without shutting out any of the light. Even in buildings having a ventilating system it is often desirable to open the windows, especially when the weather is balmy outside. Glass boards are preferable, also, because they do not mar the appearance of the room from within, or the building from without.

**Double shades for use on bright days**—By installing a second set of window shades made from thin light colored material, the direct rays of the sun may be shut out on bright days without shutting out too much of the diffused light. These can also be used after night, when the lights are turned on, as they will reflect much of the light that otherwise would be wasted thru the transparent windows.

**Screens for blackboards for use on dark days**—In view of the fact that most schoolrooms are insufficiently lighted and also the fact, that, in most sections of the country, there are many cloudy days during the school year, it is highly important that all the light possible be conserved. Considerable relief may be obtained by placing light colored window shades over the blackboards, which may be drawn on dark days, when the blackboards are not in use. Somewhat the same effect may be had by the simple method of hanging maps above the blackboards after the fashion of window shades.

**Breeze windows**—In planning schoolrooms with the light all coming from one side, it is important to have small windows placed high in the rear end of the room, in order to admit the breezes in warm weather and on balmy days in winter. These windows are not intended to admit light, hence should be either made of opaque glass, or fitted with window shades the same color as the tint on the walls.

**Distribution of artificial light**—Whether electricity, gas, or kerosene is used for lighting, the fixtures should be placed so as to properly distribute the light. In the ordinary sized schoolroom the best distribution of light for direct lighting can be obtained by the use of nine 36, or 40 candle power tungsten lamps, fitted with prismatic reflector shades, and arranged in three rows, parallel with the seating. The center of light distribution should be slightly to the left

and to the rear of the center of the room, when facing the teacher's desk.

This arrangement will not appear "symmetrical," but neither is it "symmetrical" in appearance to have all the windows on one side of a room. A proper regard for hygienic principles, however, requires that "symmetry," "tradition," "custom," and a number of other antiquated notions be laid aside, when it comes to the matter of building schoolhouses, or even dwelling houses in these days.

**Shoe cleaners**—A most important item in rural schools, and a not entirely unnecessary one in connection with city schools, is that of providing shoe cleaners. The ordinary broom is still used quite extensively and has many advantages. An improvement in the form of two brushes, held in place by springs, between which the shoes are drawn is in use in some part of the country. This sort of a cleaner works well for the first few times, but soon the brushes become filled with mud with the result, that when the shoes are drawn thru, the clogs of mud are spread and smeared all over the lower part of the shoes.

The best form of cleaner consists of the old fashioned iron scraper and a suitable door mat. The scrapers should be large and substantially placed alongside the walk near the entrance. The mat should be made of some coarse material, preferably wire, and so constructed as to allow the dirt to fall through on the floor, or on a false bottom attached to the mat. If the entrance will permit, still another and finer mat may be placed inside the room, or hallway, in the case of larger buildings.

#### Items Pertaining to Consolidated Rural and City Schools.

There are but four items included in our list, which pertain to the large schools only, viz., sanitary installing of plumbing, vacuum cleaning system, wide halls, and lighted stairways.

**Sanitary installation of plumbing**—The point in mind here is that of safe-guarding against foul odors, etc. This insanitary condition is often caused by having an elevation placed in front of the urinals, on which the boys stand, thus causing a backward drain out into the room. Or, it may be due to the basement floor slanting the wrong way, as is often the case. Or, the failure to provide air vents leading from the toilets and urinals. It costs no more to have these things done properly, but it does require that someone see that they are done.

The same precaution should also be taken with reference to the installation of drinking fountains and lavatories, the two main points to guard being that of leakage and drainage.

**Vacuum cleaning system**—Nothing need be said on this point except, that provision for vacuum cleaning should be included in the plans for all new school buildings, wherever power is available. This is the only way to do sanitary cleaning and is just as cheap in the long-run.

**Wide halls**—Many school buildings have been spoiled by the effort to save a few dollars in the contract price. A too common method of reducing the cost of a proposed new building is to cut down the height of the ceiling, or reduce the width of the halls. This has proven to be unwise economy and is always regretted afterwards.

**Lighted stairways**—No plans should be accepted by any school board, unless provision is made for windows opposite the stairways. The best type of building is rectangular in shape, with the stairways in the center and at either end, on one side of the building. With this plan it is possible to have direct sunlight in all the rooms and in portions of the hallways at some time during the day, and the stairways supplied with abundance of natural light.



# CO-OPERATION

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Somewhere in the "Meditations" of Marcus Aurelius we read: "Begin the morning by saying to thyself, I shall meet with the busybody, the ungrateful, arrogant, deceitful, envious, unsocial. All these things happen to them by reason of their ignorance of what is good and evil. But I who have seen the nature of the good that it is beautiful and of the bad that it is ugly, and the nature of him who does wrong, that it is akin to me, not only of the same blood or seed, but that it participates in the same intelligence and the same portion of the divinity, I can neither be injured by any of them, for no one can fix on me what is ugly, nor can I be angry with my kinsman, nor hate him, for we are made for cooperation, like feet, like hands, like eyelids, like the rows of the upper and lower teeth. To act against one another then is contrary to nature; and it is acting against one another to be vexed and to turn away."

Marcus Aurelius was the noblest of the Roman emperors. He teaches a lesson in cooperation which we can all apply.

Cooperation is natural. To see some people refusing and failing to cooperate with their fellows in this world of activity, we might conclude that cooperation is unnatural, and, therefore, not to be practiced. On the contrary, "we are made for cooperation." Our own physical nature shows us that statement is true.

The cooperation that we are now interested in is not industrial cooperation that political economists discuss so ably, but it is that cooperation that should exist between the home and the school, between the parent and the teacher, between the teacher and the pupil, and between the board of education and the school. In our present discussion, the first shall come last, and the last, first.

## I. Cooperation Between the Board of Education and the School.

There is a close relation which the board of education bears to the people, the superintendent of schools, the principals and supervisors, and the teachers. The people, for the most part, elect the board, and the board, in turn, elects the superintendent; the principals, the supervisors and the teachers. The people repose confidence in the board, and the board relies on that confidence by using to the full extent the powers delegated to it by the people. The relation is a mutual one. The people speak; the board obeys. The board speaks; the people submit.

Money is a positive necessity for the successful administration of the schools, and it is the duty of the board of education to see that the money appropriated is wisely used. There should be neither parsimony nor extravagance in the expenditure of this money; the one is as bad as the other.

So close is this relationship between the board of education and the people that what the board does is always an evidence of the character of the community. If the people of the community permit the board to be close-fisted and let old buildings stand where new ones should be erected, there is a stain in the moral fabric of that community. On the other hand, if the people permit extravagance and "graft," the stain in the moral fabric of that community is a deeper one than that in the fabric of the parsimonious community.

From the foregoing, it can be readily seen that the cooperation that should exist between the school board and the school is of great moment. Foremost in a public school system stands the child to be educated; then, in order,

follow the school and the teacher. Over these there is the board of education as a controlling force. There is a body of men, or a body of men and women, having control of the school, the child in the school, and the teacher instructing the child.

The school board should cooperate with the school in providing, as far as their appropriation allows, all those necessary furnishings that conduce to the physical comfort of both teachers and pupils; in maintaining discipline by supporting the teachers in their honest endeavors when difficult cases of discipline arise; in always standing by a teacher when she is under the fire of criticism, until it is proved beyond the shadow of a doubt that she is in the wrong, for teachers as a body and many as individuals need more sympathy and support from the boards under whom they serve. The school board should cooperate with the school in showing a lively interest in school activities outside of board meetings by school visitations, by lending support to those efforts on the part of pupils and teachers which are for the benefit of the school, by creating sentiment in favor of the best that the community can afford in the matter of equipment, and by paying to the teachers salaries never less than sixty-five dollars a month and as much above that minimum as experience, educational qualifications, and high quality of service demand.

The board of education that cooperates with the school in all of its varied interests in everything that has efficiency for its watchword is a board that ought to be well supported by the taxpayers and the rest of the community at large.

## II. Cooperation Between the Teacher and the Pupil and the Parent and the Teacher.

W. E. Chancellor has said that "the functions of the teacher may be classed under four heads: instruction, discipline, supervision and administration. As an instructor, the teacher inculcates knowledge; as a disciplinarian, he, or she, keeps each individual and the class steadily at work either of study or of recitation. As a supervisor, the teacher oversees and directs the pupil's use of time. And as administrator, the teacher makes his own program and that of his scholars. Supervision and administration by the teacher are not less important than instruction and discipline." Now, if a teacher's functions are thus four-fold, is not her responsibility indeed very great, so great that she should daily implore Divine guidance that she may be enabled to perform her duties most effectively? It is a grave responsibility that rests upon the teacher, and a responsibility that she cannot fully measure up to unless she has the sympathy and cooperation of both pupil and parent, and, on the other hand, unless she cooperates as far as she can faithfully do so with her pupil and the parent. There must surely be mutual cooperation.

We hear a great deal now-a-days about the teacher winning her pupils, but I am not so sure that we hear very much said about the pupils winning their teacher. Of course, the teacher should win her pupils so that they will respond to her righteous effort exercised in developing them into intelligent and upright citizens, but it is nevertheless true that the pupils should win their teacher by submitting to her authority, and by showing a willingness to help her to make their class or room the best in the school and their school the best in their country or state. There should exist in the schoolroom, a beautiful spirit of cooperation between teacher and pupils. The teacher as a student of the

child, should strive to understand her pupil, and the pupil encouraged by his parents at home and inspired by this home training, should try to understand that teacher who is expending her best energy in training him to grow.

If the teacher is to be the friend of her pupils, so must the pupils be friends of the teacher. Happy are teachers and pupils when they feel that they understand each other and that they are friends. There will be cooperation where there is sympathy, and cooperation means progress in studies and growth in morals.

Parents can cooperate with teachers in several important ways:

1. By never saying anything before their children that will reflect upon the character and teaching ability of their children's teachers;
2. By showing a lively and friendly interest in their children's studies;
3. By making it plain to their children that they are back of the teacher in the matter of discipline not only when their neighbor's child is at fault but also when their own children are at fault as well; and
4. By not listening seriously to every child's tale carried home from school.

Some mothers and fathers, particularly mothers, think that the teacher has done just the right thing in punishing Frank Jones for impudence, but when that same teacher punishes their Mary or John for the same serious offense they think that Miss Anderson was too hasty and too severe in her punishment. "Yes, Frank Jones is a very impudent boy; his home training is at fault," they are heard to say very condescendingly, when they hear of Frank's punishment. But when their Mary or John comes home with the information that she or he was punished for impudence, there is indignation in that home, for Mary is never impudent. The shoe is on the wrong foot in their case. Such parents will cooperate very nicely when matters are at cross-purposes with other people's children, but when their own are at fault in any particular they draw within their shell and refuse to cooperate. We are all very thankful that the majority of parents are not of this type; but there are enough such parents among the patrons of our public and private schools to make the path of the teacher one not always strewn with roses.

Most unwise is that parent who listens seriously to child's tales carried home from school. How idle are they for the most part! How ridiculous some of them are on analysis! "Boys will be boys," says a father whose son has been punished, unjustly he thinks, for some school prank; but when that son comes home with the tale that his teacher slapped him in the face, when, as a matter of fact, she simply took him by the arm to put him in his seat, the father immediately jumps to the conclusion that the tale is true. That night he goes to see a member of the school board and indignantly brings charges against his son's teacher. It is "boys will be boys" in one instance, meaning that they are full of mischief and will have their fun. The parent must put himself in the place of the teacher if he is to judge her and her methods consistently.

## III. Cooperation Between the Home and the School.

In another one of the Meditations of Marcus Aurelius we read these significant words: "We are all working together to one end, some with knowledge and design, and others without knowing what they do." This is true in regard to the home and the school.

Without the home, there would be no school,



and without the school many homes would be less attractive and less important in their influence than they are. The home that is a true one and the school that is conducted on right principles are working together to one end which is the making of a manhood and a womanhood that is efficient and serviceable to humanity.

Emerson has said that "no institution will be better than the institutor." So can it be said that no school will be better than the homes which contribute the members of the school community.

In what ways can the home cooperate with the school? Let me enumerate some.

1. In the vital matter of school attendance the home can cooperate with the school. The home can send its children of school age to school regularly and on time and thus comply with the compulsory education law. The home should not keep its children away from school to go visiting; Saturday and Sunday are holidays. The home should not keep its children away from school for every slight indisposition and for every rain or snow; if the children are really sick or the weather actually blizzardy, that is an entirely different matter, they should then remain from school. The home should not keep its children away from school to do chores at home, or to pay visits to the physician and dentist, or to run errands.

Home chores should be done by those not attending school, and in some instances that we have known of, by persons who might be hired to do them. School days are not proper days for appointments with physicians and dentists unless the medical inspector so requests. I am sure that our physicians and dentists will cooperate with the home and the school if asked to do so, and will make appointments to suit the school.

2. In the highly important matter of home study the home can cooperate with the school. I am a firm believer in some home study. I maintain that a child can not learn everything in school and that he needs to get by himself at home and prepare the next day's lesson. That being the case, the home should make it easy for the child to be by himself, in spirit at least, while he is preparing his lessons. Home environment should be conducive to quiet and uninterrupted study for the half-hour or hour, or longer, maybe, for the high school, that should be given to home study. And let it be understood that the school should be fair to the home in this matter and not require a great deal of home study. Better a little well studied at home than a great deal poorly prepared or neglected entirely. In this matter of home study let it be remembered that "to every thing there is a season, and a time to every purpose."

3. In the matter of the subjects of study laid down in the course of study the home can cooperate with the school by inculcating in the minds of its children that each one of those subjects is important altho that some may be more important than others. The habit that some parents have formed of saying all manner of evil against certain subjects in the presence of their boys and girls who have those subjects to learn is a pernicious one. It is little wonder that so many pupils do poorly or fail in certain subjects that their parents deem senseless or useless. We parents should try to speak well of all the subjects, enlighten ourselves concerning them, or else keep silent in the presence of our children on those that do not appeal to us.

4. In the matter of writing notes of excuse when pupils have been absent from school the home can cooperate with the school. If parents obeyed to the very letter the compulsory education law, there would be no need to write notes

of excuse. Notes of excuse are necessary so that the teacher may have evidence that the child has been absent in good faith and so that she may know how to gauge his standing in class on account of his absence. The writing of a note of excuse for absence takes but a small fraction of one's time and is a mere matter of courtesy on the part of the parent.

5. The home can cooperate with the school in the matter of visiting the school on occasions other than special; that is, in between seasons of special moment and celebration. A spirit of good fellowship should exist between parent and teacher, and I know of no better way to encourage this spirit than for parents to visit their children's teachers in their classes. First-hand knowledge can thus be gained of classroom and school conditions. Teachers should visit the homes of their pupils, we are told, and there is reason for such a statement and for such practice, but the sympathetic and friendly visits of parents to the school are productive of more far-reaching good. Right-minded and progressive teachers will never resent the friendly visits of parents. It is true that some teachers do feel a natural timidity when parents drop in of a session, but that feeling may be attributed to the novelty of such visits. It is high time for this novelty to wear off.

6. The home can cooperate with the school by showing an interest in and attending when-

ever practicable such meetings as those of parent-teacher associations. It is a sad commentary on a community when one finds in such meetings persons who have no children in the schools, while at home or elsewhere parents whose children are in the schools are conspicuous by their absence.

All parents cannot, we know from experience, attend the meetings of such associations because of home ties that cannot and should not be broken; there are younger children or the ill to attend to; but whenever practicable both parents and teachers should attend such meetings. Some parents can remain home and criticize and some can attend their afternoon teas and clubs and card parties, but when it comes to taking a few hours off a month to attend the meeting of the parent-teacher association of their town they remain away.

These meetings are a bore, I will admit, if they are not made interesting and mutually helpful, but who, in the long run, are at fault if it is not he or she who is absent and he or she who, being present, does not contribute whenever possible his or her share to the meeting? On the other hand, these meetings are extremely beneficial to the individual, to the community, to the home, and to the school, if they follow a broad constructive policy and aim at efficiency in the home and in the school.

## A Memorial Playground

O. W. Douglas, Anderson, Ind.

It is related of Alexander the Great, when seated at the banquet table, surrounded by his favorite generals, that he asked the question: "Are all here, Clitus, who fought at Issus?" Clitus answered him, saying: "Yes, Alexander, all are here who fought at Issus, save those who fell." Then said Alexander, "All, all are here who fought at Issus, for the fallen brave live forever in our hearts and memories."

As certainly as do the brave dead live in hearts and memories of their friends and countrymen, just as surely has the custom persisted among civilized peoples from earliest times of erecting some kind of monument or memorial to the honored dead, or a triumphal arch to the victorious living. The soldier or sailor, either as an individual or as an organization, has generally been the recipient of these honors. As an example of these tokens mention may be made of the Arch of Titus, the Pyramids of Egypt, Washington Monument, Bunker Hill Monument, and thousands of less conspicuous memorials.

Following the Great World War scores of communities thruout the country will no doubt spontaneously unite in an effort to show their appreciation of the war heroes by establishing some kind of memorial. Indeed it is most fitting that those who have so bravely and unselfishly served their country and civilization should be thus signally honored. Many parents, who possibly have lost an only son, will feel impelled to leave some mark or memento to the honor of their loved one. In many cases col-

leges, or other institutions, will take similar action.

The question naturally arises as to the most appropriate memorial to establish. There is no good reason why a memorial may not be established that will serve as a real community asset, indeed a living memorial. Nothing could be more useful and appropriate than a Memorial Playground for the benefit of the returned soldiers and sailors, as well as civilian adults and children. This utility feature would also add to, rather than detract from, the homage to the dead.

The plan could have a wide range of development, depending upon local conditions. To the writer's mind an ideal arrangement would be the establishment of a complete recreation plant for the use of people of all ages, and including a children's playground, athletic field, swimming pool, and community house. The entire ground might be enclosed by an attractive fence or hedge and beautified by the landscape architect with flowers, shrubs and trees. The plan would not be complete without an appropriate gateway with tablet.

Small communities may readily adapt their plans to meet local conditions. In all cases provision should be made for permanent maintenance and supervision of grounds and buildings. In many cases, no doubt, the cooperation of local park authorities might be secured in obtaining the greatest benefits and pleasure from this Memorial Playground.

It is useless to extol the merits of Community Recreation Centers. The physical, social, and civic needs of all communities are now well known, and during the present period of reconstruction it is especially necessary that these community needs be met. America has been known as the "Melting Pot," but unfortunately the fusion of all our divergent elements and nationalities has not been as complete as might be wished. These centers will be, therefore, an invaluable factor in the problems of Americanization and will pay large community dividends.

### A VICTORY LOAN

"That these honored dead shall not have died in vain" is the all-compelling motive which should lead every man in the United States to buy his quota of bonds of the Fifth Liberty Loan. The stay-at-home should grasp this last opportunity to do his part as the fighters have done their part.



## SCHOOLING AN ARMY—HERE AND OVERSEAS

William Orr, New York, N. Y.

War's stern test has revealed to the American people their strength and their weakness. While the response to the challenge of conflict has been such as to give large satisfaction and a just pride, there have been revealed on the other hand serious defects and unsatisfied needs to which it is to be hoped earnest attention will be given in the near future. The national conscience is now especially sensitive to the woeful lack of the elements of education among hundreds of thousands of the men called to the Colors. Illiteracy and inability to use the English language seriously hindered the training for active service. There also proved to be an altogether insufficient supply of men skilled in the various trades and occupations connected with the army. There was a general failure, due largely to lack of adequate knowledge, to understand the great issues—national and international—for which this nation was contending.

Over against such ignorance must be set the eagerness on the part of soldiers and sailors to avail themselves of opportunities for education. Even among the uneducated, there was a very large proportion of men who were mentally keen and alert. Probably no Army of any nation was on a higher level of intelligence than that represented by the armed forces of the United States of America. It is also a cause for satisfaction that as soon as the educational needs of soldiers, sailors and marines were recognized, welfare agencies promptly undertook to remedy these conditions. Chief among the forces conducting Army Educational Work were the Y. M. C. A. and the War Service of the American Library Association. Recognition is also due to the fine spirit of cooperation shown by public schools, colleges and universities, and by the other altruistic agencies operating in the camps. While it is not possible to give exact statistics of the amount of educational work accomplished in the camps in this country, there are sufficient data on hand to make an impressive showing.

Thus in the period from January 1st to April 1st, 1918, there were circulated in the camps in this country 1,250,000 books. Sixty per cent of this reading was in the field of serious study, and forty per cent in fiction. It is said that the proportions in the circulation from city libraries are the reverse. Class instruction was given on a large scale as there was an attendance in 62,000 class exercises of 1,300,000. Instruction in elementary English for illiterates and non-English speaking men constituted the bulk of the classwork. In some military units over one-fourth of the men were in need of such teaching. Another subject of importance was conversational French in which there were over 150,000 students during the year. A definite program of lectures and practical talks has also been in operation in the camps in this country since the very outset. The purpose of these lectures and talks was in the main to give the men an understanding of war issue and information about France and other countries in which they were likely to see active service. Many of the lectures were illustrated by slides or films. In 1918 there was an estimated attendance of over 5,000,000 at lectures and talks.

As American troops were sent across the seas, and great naval bases established in France and Britain, an extensive Educational program similar to that in this country was soon undertaken. Fortunately the Y. M. C. A. War Work Council was able to avail itself of the services of some of the ablest leaders in school and university life. Early in 1918, Anson Phelps Stokes, Secretary of Yale University, under

commission from the War Work Council, made a careful study of the educational needs and opportunities of the American Expeditionary Forces in France. He was so impressed that he prepared a formal report which with the approval of E. C. Carter, Chief Secretary of the Y. M. C. A. in Paris, was submitted to the Commander in Chief of the American Forces, and in turn the Commander in Chief, thru Colonel James A. Logan, expressed his approval of the project in principle, and recognized the Y. M. C. A. as the chief agency in putting the plans into effect. It was also directed that proper facilities be given for the work thru the Command.

Prof. John Erskine, of Columbia University and Prof. Carl Holliday, Director of the Extension Department of the University of Toledo, were closely associated with Dr. Stokes in the preliminary work of study and organization. Representatives of the War Service Committee of the American Library Association in Paris, J. F. Mason as Business Manager, Sydney Morse as Field Secretary, and Dr. M. L. Raney, of Johns Hopkins University, acting as a Library Council, undertook the task of providing reference books and other reading matter. Dr. Stokes was able to secure effective cooperation from the French educational authorities, particularly in providing teachers and material for instruction in the French language, history, customs, institutions and industries. A definite record of the attitude of the French educational institutions is an official letter sent March 7th by M. Petit Dutailis, Director of the "Office National des Universités et Ecoles Françaises," to the rectors of the fifteen academies into which France is divided, asking cooperation with the Y. M. C. A. secretaries in developing the plans outlined by Dr. Stokes. The British Y. M. C. A. already conducting an important educational enterprise amongst the forces of the Empire, put at the disposal of the American Y. M. C. A. resources in lectures of a high order from England, and in lecture material.

In order to establish direct and independent supervision of the Educational Work in France, the War Work Council of the Y. M. C. A. created an Overseas Educational Commission with headquarters in Paris. As Dr. Stokes was to return to this country, Prof. John Erskine, was made chairman with Dean Holliday as his associate. Later Superintendent F. E. Spaulding, of Cleveland, and President Kenyon L. Butterfield of the Massachusetts Agricultural College, were made members of this commission, with Prof. Algernon Coleman of the University of Chicago as executive secretary. The commission has now organized an extensive staff of specialists in such subjects as English, French, history, geography, vocational courses, both business and trade, and in university extension and correspondence courses. Reference books and general reading matter are furnished thru the War Service Committee of the American Library Association.

Operating such an enterprise under military conditions, involves many difficulties of adjustment and of organization. Hence, the ablest administrators have been sought as supervisors of regional areas, of divisions and for hut educational directors. All told there are to be employed over two thousand directors. Large credit is due university and college authorities, and state boards of education and local school committees for their willingness to release men for this service, at a time when there was at home a real shortage in those available for supervision and instruction. As Dr. Stokes

states in his report, the equipment in buildings of the War Work Council was fairly adequate for the needs of the educational service in the distribution of books, class instruction and lectures. In many instances these huts of which there are all told 1,200 in France, are provided with projection lanterns, moving picture apparatus, and other means of illustration. In addition, resources of French schools and universities were at the disposal of the commission. The Army in its mechanical equipment possesses much material that can be used for illustrations and for demonstration, particularly in technical instruction, as there are at least six hundred occupations directly related to the army.

Inasmuch as the plan contemplated an educational service to possibly three million men, the provision for a teaching force constituted an apparently insoluble problem. In part this need is to be met thru the service of instructors from French institutions of learning. Then, there are many graduates of universities and colleges, often times with experience as teachers, among the officers and men of the Expeditionary Forces, who can be utilized especially during the period of negotiations for peace as instructors and as lecturers.

To provide texts and reference books for this great and important educational enterprise involves not only the purchase and distribution of such material, but in many cases the preparation of suitable texts. Fortunately many educational secretaries in this country had already prepared manuals for instruction in French and in English, arithmetic and geography, that with slight modifications could be adapted to use overseas. Publishers and educators have cooperated effectively in preparing additional texts. As a means of educating soldiers upon France, Her People, Customs and Institutions, the War Work Council of the Y. M. C. A. published and distributed to every soldier on his departure from this country a booklet: *France Our Ally*. A million copies were used in 1918. A similar service has been rendered with reference to Great Britain in a pamphlet by Gilbert K. Chesterton: *To the Americans*. Professor Eugene Gourio at the request of Dr. Stokes, prepared a text in French, and use has also been made of excellent manuals in this language by Professor E. H. Wilkins and Algernon Coleman of the University of Chicago, entitled: *Army French*, and a simplified revision known as *Liberty French*, together with *War French*, prepared by Colonel Cornelius DeWitt Willcox of West Point.

The extent of the enterprise in providing reading matter and texts is shown in that during two months of 1918, there were supplied to the forces overseas nearly three million items of reading matter, including two million newspapers and magazines, and in addition texts and reference books. An order from one secretary, early in the year, called for 400 French and English textbooks and dictionaries. Another order, for vocational texts, to be sold to army students amounted to nearly 200,000 copies, including among others, such subjects as agriculture, banking, English and stenography. In all probability if the estimate of Prof. Erskine is met, there will be supplied by January 1st of this year, three or four million texts. In this matter the American Library Association, as has been said, is cooperating most effectively.

The program for educational work during the period of demobilization, when it is expected that for a period of several months and possibly a year or more, many men will have opportunity for consecutive study, includes two definite types of work:

1st: Elementary and secondary subjects for



the great mass of the soldiers to be given at what are known as Post-Schools, held in barracks, huts and elsewhere. In addition to the common branches, as English, arithmetic, history, civics, intensive training will be given in vocational subjects, technical, commercial and agricultural.

2nd: For a limited number of men opportunities will be open for courses of higher grade to be pursued in the universities, technical schools and lycees of France. University extension courses will be available for men who cannot be in residence at such institutions.

Despite the inevitable interruptions that such work must meet in view of the interference of military operations and needs, even during the armistice period, the executive capacity of the men in charge, the clearly defined program, the support—financial and moral—of the Y. M. C. A., and the effective cooperation of the American Library Association, together with the cordial attitude of the general staff, warrant one in the belief that probably no greater and more significant educational enterprise was ever undertaken. Thru lectures, thru directed reading, and thru classwork a very large proportion of the men in service with the Colors will gain new conceptions of life, and its meaning, and an increased sense of their own capacities and powers. Ambitions for greater usefulness are sure to be aroused. There will be a development of a large and fine civic sense.

One's faith in large achievements in the educational work overseas is strengthened by the fact that much has been already accomplished. Thus Prof. Erskine reports on October 1st, 1918, that more than 200,000 soldiers were studying French, and that 30,000 of the troops were being given instruction in English for illiterates and the foreign born. Sets of maps of France and Europe were exhibited in every hut, and were also placed on the walls of the hospitals

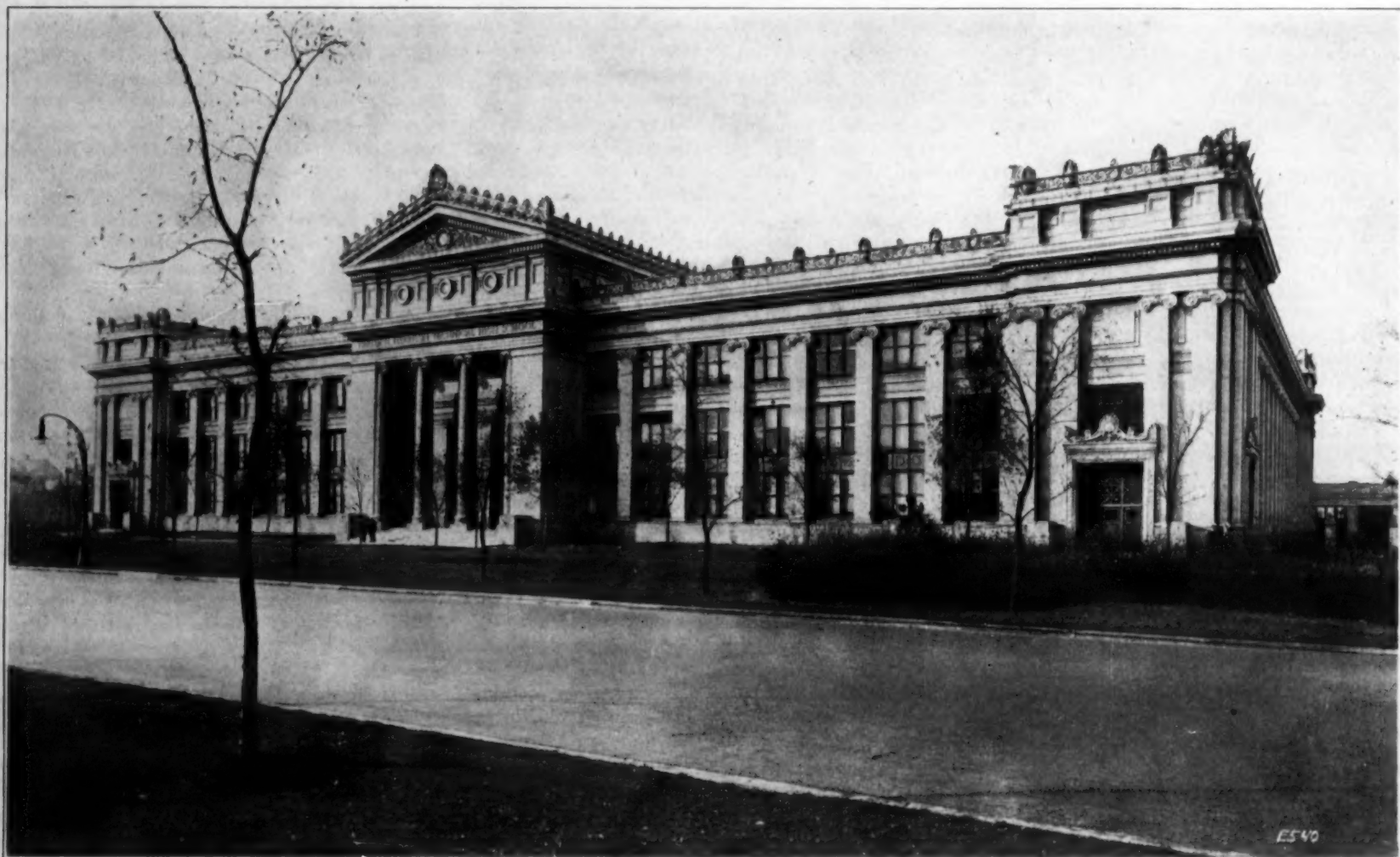
where they could be easily read from any point. Eight thousand copies of these maps were sold to soldiers and officers who wished to study them independently. Prof. Reginald A. Daly of Harvard University, organized this map service and also lectured on geography. A special division of the Educational Commission was in charge of an extensive lecture program in which the speakers came from the United States, from the French army, and in some instances from England. Stereopticon slides were being used in the study of geography and art, and this form of illustration, it was found, made a definite appeal to the men. There was still a lack of educational films and efforts were being made to secure more adequate equipment in this field of demonstration.

The varied interests of the soldiers in reading are shown by the following titles for which orders were received in a single week: complete bookkeeping, drug gardening, plane and solid geometry, copy books for penmanship classes, books for shorthand, bridge-building handbook, plane and spherical trigonometry, cement and stone work, electrical engineers' handbook, Greek grammar, logarithms and tables, architectural gardening, forestry, algebra. When one considers that these results were secured under very difficult conditions when the men were engaged in actual campaigning, there is every reason to suppose that during the period of demobilization when conditions are more static, and when the soldiers are freer to devote their attention to serious study, an even more comprehensive and extensive program of educational service can be put into effect. Certainly the War Work Council in cooperation with governmental and other agencies is planning for a great development of the educational work.

However, in many instances the men will by no means be able to complete their courses, and will return to this country with new and un-

satisfied aspirations and a desire to continue serious reading and definite consecutive study. In order to provide means and facilities on this side of the water, an Overseas Educational Commission has been created with offices at the Headquarters of the War Work Council, 347 Madison Avenue. This Commission consists of Dr. George D. Strayer, president of the National Education Association, and Dr. James Sullivan, director of the division of archives and history in the University of the State of New York. James F. Mason of the War Service of the American Library Association, is cooperating in the purchase of books. One function of the Overseas Educational Commission will be to arrange with schools and universities, public and private to provide opportunities for study for the returning soldiers. Information regarding opportunities and facilities for study are to be put into the hands of educational secretaries in the camps here and overseas, in order that they may advise soldiers. Furthermore, posters and other advertising devices are being used to stimulate the interest of the men in serious study.

In such an enterprise local agencies, public and private, including schools, colleges, universities, and organizations of business men and of manufacturers may render a large service by encouraging the men on their return, to study often on a part time basis in connection with the industry or business enterprises in which they are engaged. There should also be a continuance of the lecture system, so that these men may be advised how, after rendering a great patriotic service in the Army, they may continue to devote their energies to the up-building of our civic institutions and in perpetuating the ideals for which this nation contended in the struggle now happily brought to a victorious close.



CARTER HARRISON TECHNICAL HIGH SCHOOL, CHICAGO, ILL.  
Arthur F. Hussander, Architect of the Board of Education, Chicago.

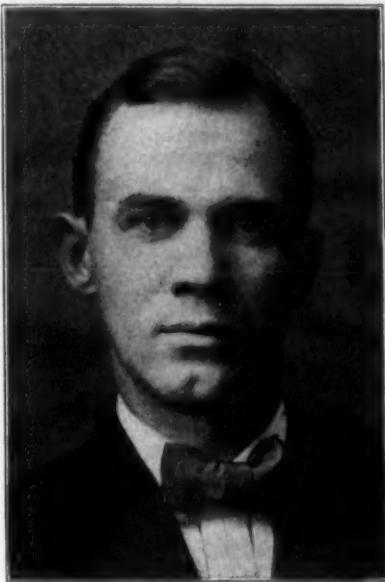
ONE OF THE CHICAGO SCHOOLS THAT WILL BE OPEN TO SUPERINTENDENTS WHO ATTEND THE FEBRUARY CONVENTION.



# An Invitation to Chicago

Every effort is being made to provide a program for the midwinter meeting of the Department of Superintendence which will be of exceptional value to all who are charged with any responsibility for the administration of the public schools.

The midwinter meeting has long been regarded as one of the most important educational gatherings of the year. The meeting which convenes at Chicago, February 24th to March 1st, will this year be operated as a clearing house for all sorts of constructive ideas and information. The program is being compiled with the purpose of making it possible for every man and woman in attendance to take back to his home from the meeting not merely an inspiration for better work but also the facts, experience and ideas of others in the profession interested in the same problems.



PRESIDENT HARTWELL

I sincerely hope that members of boards of education everywhere in the country are planning to attend this meeting. It goes without saying that every progressive board of education will send its superintendent. Such a practice has ceased to be a matter of debate. I am urging, however, that they do not content themselves with sending the superintendent of their schools, but that they come themselves to get the inspiration and the help which such a meeting is bound to give.

The advance reservations in Chicago promises one of the largest meetings in the history of the department.

Very sincerely,

E. C. HARTWELL,

President Department of  
Superintendence.

## THE CHICAGO CONVENTION.

The first post-war convention of the National Education Association will be the meeting of the Department of Superintendence to be held in Chicago, February 24-March 1st. As in previous years the meeting will be the most important single educational convention of the year. Added interest will be given to the usual important discussions by the fact that the general meetings will take up problems that have been grouped recently under the general heading of "The National Emergency in Education." It is proposed to discuss such vitally important topics as the salary situation, the necessity for better training of teachers, better supervision and better general working conditions. In addition to these general meetings there will be 35 conferences and round tables on special subjects.

President Hartwell has prepared a program that is somewhat of a departure from previous programs of the Department. He has frankly planned to include in the program only men who have a real message to bring in the form of a discussion of work accomplished and proposals for reforms and improvements that are actually within reach. It is intended that each speaker shall be limited to a brief period of time so that he may state his proposition and explain it, and then make way for another speaker. It is intended also that there will be opportunity for questions from the floor and actual discussions so that the program will not be of the usual stereotyped, formal kind. It is proposed to hold special conferences of various kinds to show what developments have been made in the various aspects of school work.

The program includes many new speakers who have not previously appeared on Department programs. Another radical departure will be the fact that the standing committees will present their reports in printed form in advance of the meeting so that time will be had for discussing them from the floor. This is directly in line with Mr. Hartwell's ideal of making the meeting a clearing house of ideas that can be

taken home and directly used. Some of the problems that are especially to be discussed at the meeting are the following:

Supervision of Study; Democracy in Education; The Year-Around School; Education for Community Service; The Weaknesses and Shortcomings of the American School System as disclosed by the demands of the war; How to Secure the Proper Kind of Helpful, Constructive Supervision; What to do for the Incompetent Teacher.

The Resolutions Committee for the meeting has been announced two months in advance of the convention so that suggestions may be sent before the meeting and that all the proposals for resolutions can be thoroly digested and unified into a statement of value. The committee is as follows:

Chairman, Supt. Ernest A. Smith, Salt Lake, Utah; Supt. T. E. Johnson, Coldwater, Mich.; Supt. D. A. Grout, Portland, Ore.; Supt. S. J. Slawson, Bridgeport, Conn.; Supt. J. W. Gwinn, New Orleans, La.; Supt. Frank L. Smart, Davenport, Ia.

A unique feature of the convention will be a question box to be conducted by a committee headed by Supt. Paul E. Stetson of Muskegon, Mich. It frequently happens that many topics are presented in addresses about which individual members of the Department desire additional information. Many members also attend the convention with questions in mind that they do not have an opportunity to present to the individuals most capable of answering them. To meet these needs the question box will be conducted and all problems which are presented for solution will be forwarded thru Mr. Stetson to members of the committee or to superintendents, normal school instructors and college professors. It is planned to publish some of the important replies in the educational press.

### Local Arrangements.

The city of Chicago is better capable than any other community in the Middle West to handle the convention of superintendents. The city possesses a unique group of hotels and

auditoriums on Michigan Boulevard and these will be requisitioned for convention use. The headquarters will be located in the Congress Hotel and the various meeting places will be in the immediate neighborhood. The general sessions will be in the Auditorium, Theater and the large ballrooms and other halls in the Congress group and in the Blackstone will be used. The Chicago school department which will be official host of the convention is making arrangements to handle all the special local details. An exhibit of books and of school furniture and supplies will be held in the Gold Room of the Congress Hotel.

The railroads have made no special rate for the meeting as might be expected under present conditions. Chicago is a center of transportation, however, which is accessible from all parts of the country. Due to war needs, however, it will be desirable for superintendents to make reservations for transportation rather early. The congestion of the chief lines, especially the better trains, has not been reduced and sleeping car space can be obtained only by making arrangements in advance.

### The Program.

*Tuesday Evening, February 25.*

*Addresses of Welcome*—Acting Supt. P. A. Mortenson, Chicago; Pres. Jacob M. Loeb, Chicago Board of Education; State Supt. Francis G. Blair, Springfield, Ill.

*Response*—Dr. Thomas E. Finegan, Deputy Commissioner of Education, Albany, N. Y.

*Address*—How to Make the Schools a More Effective Agent for an Efficient Democracy? Pres. Marion L. Burton, University of Minnesota, Minneapolis.

*Wednesday Morning, February 26.*

*Factors Involved in the Quality of Instruction at Present Offered in the Schools.*

(a) *Salaries*—Pres. D. B. Waldo, Western State Normal School, Kalamazoo, Mich.

(b) *Training of Teachers*—Dr. W. C. Bagley, Teachers College, New York City.

(c) *Necessity and Difficulties of Supervision from the Viewpoint of the City Superintendent*—Supt. Herbert S. Weet, Rochester, N. Y.

(d) *Defects of Supervision and Constructive Suggestions Thereon from the Viewpoint of the*

(Concluded on Page 74)





## THE AMERICAN School Board Journal

DEVOTED TO  
LEGISLATIVE AND EXECUTIVE SCHOOL OFFICIALS  
WILLIAM C. BRUCE, Editor

### THE SCHOOLMASTER AND BUSINESS AFFAIRS OF SCHOOLS.

Dr. Henry C. Morrison, writing on the supervision of teaching in the high school, in *The School Review*, argues that schoolmen are "business men" and should be entrusted with the business administration of the schools. "School business," he says, "is just as much a business by itself as is the corner grocery, or the manufacturing plant at the other end of the town. There is no particular reason why the small trader on the board of education, or the large trader for that matter, should be presumed to be able to handle the routine business of the school plant, of laboratories, library, texts, and supplies, any better than the schoolman who knows the difference between a retort and a lexicon and knows when a defective price of plumbing is flooding the basement. If a principal is incapable of handling the routine business of a high school, he should become capable with all convenient speed or else resign. He is not fit to govern boys."

Well said, but for one point. School boards are coming more and more to understand their functions and to recognize the high school principal and the superintendent, as businessmen who understand the business aspects of their work. They are more and more depending upon the latter to handle the routine of educational business. But it is almost the universal experience that school board members must constantly check the principal and the superintendent in their purchases and in their demands for increased equipment, supplies, textbooks, etc., so that a balance is maintained between normal growth in expense and normal income. The reason is the point which Mr. Morrison overlooks: The schoolman is essentially professional in his viewpoint and his method and he is constantly overlooking the economics of the situation. Our school system would be shortly bankrupt if the professional men were to conduct it without let or hindrance.

It is the common experience that the school board member brings into the performance of his duties a good deal of the bread-and-butter attitude which he must constantly assume in the "corner grocery" or the "manufacturing plant" where he gains his livelihood. It is natural that he will judge school business on the basis that he judges his personal business problems and that makes him financially successful. Be he ever so public spirited he is likely to be too narrow and economical if he is left to his own devices. In fact such was largely the case during the second half of the nineteenth century when school boards entirely controlled the schools.

The most practical solution of this situation is to be found in the present scheme of school administration which wisely provides for a check on the superintendent and the school board member alike and which balances the inclinations of these two factors to the general welfare of the schools. No principal or superintendent need fear that the business manage-

ment of the schools will suffer or that the children will fail to receive all that can reasonably be asked for their education if he will justify his requirements in the form of physical plant and equipment with the school board. It takes a man of really large caliber to admit his own shortcomings and to give due value to the other man's point of view.

### ELEMENTS WHICH FAVOR SCHOOL BONDING.

School boards will find much encouragement concerning the issuance of bonds for schoolhouse construction, in the report that this form of investment is to remain tax free under the new war revenue act. The House and Senate Conference have agreed to eliminate all references to state, municipal and school bonds and holders of these securities will not be obliged to report ownership or income to the federal government. Apparently the members of Congress have recognized the danger of imposing a tax which many eminent authorities hold to be unconstitutional.

School bonds at  $4\frac{1}{2}$  per cent constitute the most attractive form of investment now on the market with the single exception of Liberty Bonds and, preceding and following the final war bond issue, school issues should find a ready market. Computations made by several financial periodicals show that the value of a tax free school or municipal bond which yields  $4\frac{1}{2}$  per cent is equivalent to a taxable bond which bears a much higher rate of interest. Thus to a man whose taxable income is \$10,000 such a school bond is worth 5.35 per cent and to a man whose income is \$100,000 it is equivalent to 12 $\frac{1}{2}$  per cent.

It should be remembered also that school bonds are free from local income taxation in most states and constitute especially good investments on this account for trust funds and individuals.

The facts enumerated are elements which school boards may consider as most favorable for school building projects which they have in hand.

### THE DESIRABILITY OF IMMEDIATE BUILDING.

In addition to favorable financial conditions which school boards will shortly enjoy, immediate resumption of schoolhouse construction is desirable as a general economic proposition. Fundamentally schools should be built only to fill a real educational need—to supply needed facilities for the natural growth of the school population and the extension of instruction. Granted that this necessity exists in numerous communities where the exigencies of the war halted projects which were in hand or were contemplated, a further reason exists for early action.

Mr. McAdoo, before retiring directed the supervising architect of the government to resume public work and gave as one reason for his order the fact that "the activity of the building industry will facilitate the transition of (all) industry from a war to a peace basis." This view is shared by many economists, because activity in building involves a means toward solving many of the labor, as well as industrial and financial, elements of the reconstruction problem. Increased building will reflect itself in activity in all the related industries and in transportation and will enable the shift of much of the country's labor from the uniform and from the war-materials shop to peace occupations. It will revive the wealth and tax producing activities of the nation and continue the exchange of money on a profit producing basis.

School boards who undertake building projects will thus render a national economic service in

helping to tide over the reconstruction period which promises to be fraught with serious labor problems and economic difficulties.

### SELECTING A SUPERINTENDENT.

In effect, the Chicago board of education has publicly admitted its inability to select a superintendent of schools. The situation is rather unique and has apparently not been realized by the members of the board.

When the "Thompson" board was recently declared to be illegal and the "Loeb" board was returned to power, Mr. Peter A. Mortenson who had been appointed by the former body, promptly resigned and accepted the appointment as acting superintendent. President Loeb thereupon appointed a committee of leading citizens to make a study of the superintendency and to nominate a candidate or candidates. The committee consists not of educational experts but of men from various walks of life, who are interested in education, just as the board of education itself is made up of men and women from the professions, trades and commerce.

It appears to us that the Chicago board has clearly mistaken its function and its obligation in passing on to a committee of citizens interested in education, its most important duty of selecting a superintendent. Properly a board of education is a committee—in fact the committee—of citizens interested in education who are selected and legally empowered to perform all the duties which the people themselves cannot perform in the conduct of the schools. The board is not expected to conduct the schools but to shape the policies of the schools, to select the professional heads and to assist them in selecting their subordinates, including supervisors, teachers, etc. A board of education has lost its reason for existing if it passes on to some other committee of citizens its most important function of selecting a superintendent. To do so is to admit that its own membership is not personally capable of realizing the qualifications necessary in a superintendent and of judging the available men according to its own standards. If such be not the case, then the board admits that outside influences exist, which it cannot control but which affect its judgment.

If the Chicago board was not confident of its capability the only reasonable course open to it would have been the appointment of an advisory committee of educational experts, to whom it could entrust the duty of outlining a set of qualifications which candidates must possess, and in line with this outline present the merits and demerits of possible candidates. Such a course would have been in accord with the policy adopted by practically all school boards in the selection of teachers and principals. It would have made the solution of the problem easy and the results perfectly certain. As it is the movement for the re-election of Mr. Mortenson on the part of the teachers and principals is thoroughly justified and in our opinion should succeed.

### SCHOOL CLOSING AND CONTAGIOUS DISEASES.

The Pennsylvania State Teachers' Association, at its annual convention in December, condemned state-wide quarantine in an epidemic of disease and the indiscriminate closing of schools where adequate medical inspection and supervision are provided. The resolution urged that individuals who are afflicted with communicable diseases be strictly quarantined.

The loss which the nation has suffered thru the recent closing of the schools can never be made up and its extent can never be estimated. The Pennsylvania teachers struck at the heart of the situation in calling attention to the sense-



less and, in some cases, hysterical method used by health authorities in attacking the influenza epidemic. Whatever may have been the motive, the real carriers by which the disease was spread, namely, the afflicted persons and members of their families—were not quarantined but such important social agencies as the churches and schools were closed because they were possible points of contact. To logically follow that method would have meant the closing of shops, stores, street cars and railroads, points of contact which are essentially more dangerous than schools and churches. However, the former were not molested for very evident reasons.

There is something of a reflection on the democracy of our governmental agencies which permit a situation like that described to continue.

#### BUFFALO VOTES EIGHT MILLIONS.

The city of Buffalo has undertaken the largest single school building program launched in any American city, with the natural exception of New York City. Briefly, the city proposes to spend \$8,400,000 for new school buildings. Bonds are to be issued shortly and the actual construction of all the buildings is to be undertaken simultaneously and without delay. The immediate additions to the school plant are to include twelve intermediate school buildings, seven grade schoolhouses and one addition to a high school building. The program is the first important work undertaken by Supt. E. C. Hartwell since coming to Buffalo.

The Buffalo program indicates a splendid interest in education. Its consummation will be a triumph of well directed administrative effort.

#### EQUAL PAY FOR EQUAL WORK.

Two interesting instances of discrimination against women teachers in the matter of pay have precipitated local school fights in widely separated cities. In Rochester the rules of the board have prohibited the employment of married women except as supply teachers with a maximum pay considerably below that of regular teachers. No matter how efficient or how long she has been in the service the married woman has been rated and paid less than her unmarried colleague. After some agitation the school board has now changed its policy so that all women instructors are on an equal footing.

In Seattle, Wash., differences between the teachers and the school board have been serious and acrimonious. The board has insisted that men teachers in the high schools shall receive a bonus of \$200 per year while the women teachers have been paid a bonus of considerably less than \$100. The considerations of the board of education have been entirely economic and have been based apparently on the prevailing wage rates which men in the local industries have enjoyed during the war and ship building boom. The school board has turned a deaf ear to all pleas and arguments of the women teachers' organization, until the latter has seen fit to appeal to the state legislature for the enactment of a compulsory equal pay bill.

Public opinion is solidly back of all movements for the recognition of women workers on an equal plane with men where the service rendered by the former is equal to that of their brethren. People have little patience with the argument of supply and demand or the ancient fallacy of natural superiority of the male. In teaching of academic branches in the grades and the high school, women have shown themselves so capable, that the contention of their inability to discipline and to influence boys, will be laughed out of court by the average man as well as by the trained supervisor.

The performance of women in handling men's work during the war has further raised public

regard and the growing political recognition which the sex is receiving in all the civilized countries is reflecting itself in the wage envelope. School boards will not be able to withstand so widespread a movement for recognition of women workers, especially in view of the fact that women teachers so richly deserve equal pay with men.

#### A SCHOOL BOARD SCHOOL.

An idea worth trying in any city school system has been inaugurated in Minneapolis by the board of education of that city. The Minneapolis Tribune describes it in part as follows:

A "School for the School Board" will be added to the Minneapolis educational system. The new "extension class" will be "called" following regular meetings of the board of education during the coming year. It will have for its purpose the "higher education" of members of that body in regard to what the schools are doing. Heads of special departments whose work is little known to the educational laymen will be the "teachers."

The plan and purpose of "vocational guidance" and of "home visiting," the way subnormal pupils are taught, the training of young women for industry in the girls' vocational high school, the activities of the school health department and the school attendance department will all be included in the "course of study" which the school board has laid out for itself.

B. B. Jackson, superintendent, declaring for the "school," said it was the province of the board to determine educational policies as well as financial policies, acting, of course, on the suggestion of the superintendent. This the members may not do intelligently without knowing something of what educational policies were being followed out.

Scepticism on the part of some members as to whether one could learn much about school departments without "messaging around" in the departments themselves, as a girl learns cooking by "messaging around" in a kitchen, brought out an argument by Dr. Nils Juell that the board had no more use for detailed knowledge of the school workings than an architect had for knowing how to mix cement.

And anyway, it was agreed, the schools as a supplementary "laboratory course" are always open for school boards who run to read.

A school such as the Minneapolis board has actually begun offers a splendid opportunity for members of a school board to learn every worthwhile detail of their own schools in well-organ-

ized form. If an opportunity is afforded for quizzing the heads of departments many points at issue and many half-formed questions in the minds of members can be cleared up. Special supervisors and directors can make clear their plans and policies, and can bring forth their successes—and if they be courageous—their failures. A better method for clearly formulating and organizing school facts and problems and for obtaining mutual understanding and cooperation between the professional and lay heads of the schools could not be devised.

#### A SCHOOL BOOK REFORM.

The regulation of industries which the federal government found necessary during the war is proving a blessing in disguise and will continue to be such, if the rules and practices which were compulsory until recently are made permanent in the various branches of manufacturing and commerce. In the school book publishing field, many abuses that crept into the adoption and sale of textbooks were wiped out by a single "suggestion" from the Director of the Paper and Pulp Division. The wasteful practices of sample copies, free desk copies and unlimited returns on introduction, etc., which the publishers despaired of ever correcting were made non-existent to the welfare of all concerned. And while the ban has now been lifted so that publishers are again free to issue new books in any number they desire, the Publishers' War Committee which was appointed to cooperate with the War Industries Board has agreed to recommend as a trade custom the following:

"The return or consignment privilege shall not be allowed except on introductions, in which case not over twenty per cent of the stock ordered may be returned. This does not apply to state depositories.

"No desk copies are to be furnished without charge."

It is to be hoped that the publishers will have stamina and business foresight enough to enforce these trade customs. They will benefit immediately by them. Ultimately, however, the schools will share also in this benefit, on the principle that the consumer invariably, in the long run, gets the final benefits of lowered costs of doing business.

A curious defect in the California state school law has come to light as a result of the influenza epidemic. The law provides for the apportionment of the state school funds on the basis of average daily attendance, estimated on the monthly returns made to the county superintendents and thru them to the state. In numbers of districts the epidemic has not been severe, but the school authorities have compelled children who are ill to remain at home. By this means and by close medical supervision the spread of the disease has been prevented and the well children have not been denied the benefits of continued school sessions. These districts will lose varying amounts of state funds altho they have kept up the schools in an intelligent and public spirited manner. Other district boards have closed the schools entirely for varying periods and under the provisions of the law have reported practically full attendance for the days when classes were held. These will suffer little if any loss even tho the children have suffered the loss of from two to six weeks' attendance.

State Superintendent Wood has recommended that a law be passed making it possible for the schools to take the average daily attendance of last year as the base and add thereto or subtract therefrom the average annual increase or decrease, as the case may be, in average daily attendance calculated for the next preceding three years.



HON. EUGENE C. BROOKS

State Superintendent of Schools for North Carolina.

Mr. Brooks, on January first, succeeded J. Y. Joyner, resigned, as State Superintendent of Schools.

Few men who have been elevated to the superintendency in recent years have had such a rich and directly valuable experience as Mr. Brooks. He is a native of North Carolina and has taught and supervised country and city schools. He has been in charge of university classes for training teachers and has become widely acquainted with school conditions in several educational campaigns. He is the author of a number of successful textbooks and, since 1906, has edited the State teachers' paper.



## An Ohio School Board Commended

In a recent survey report, the board of education of Elyria, Ohio, is discussed and highly commended. Mr. Walter Deffenbaugh, specialist in school administration for the U. S. Bureau of Education, who prepared the report shows that the members of the board have a complete conception of their functions and duties and meet them. Mr. Deffenbaugh writes:

City boards of education in the State of Ohio are organized under a general statute which provides that in cities of less than 50,000 population the board of education shall consist of not less than three nor more than five members, elected at large. The law provides that members of school boards shall be elected in odd years for a term of four years. In Elyria the board consists of five members, the term of two members expiring at the end of one biennial period and three at the end of the next. County, State and National elections are held in even years. The purpose is to divorce school and municipal elections, so far as possible, from the dominating influence of some strong State or National candidate or issue, so that the local offices may be filled with men selected because of their qualifications rather than because of their party affiliations.

A better provision would be for five members elected at large for a term of five years with a member elected each year at a special school election. Under the present provision it is possible for three new members to be elected at the same time who might at once entirely reverse the policy of the board and of the superintendent. It usually takes about a year for a new member of a city school board to learn what the function of a school board is. By electing one member a year he will, if a new member, have an opportunity of becoming acquainted with school conditions by the time another new member is elected. This plan is considered safer, since it prevents sudden breaks in the policy of a board and makes continuous development more certain.

*Powers and duties.*—The State law gives the school board full and complete power over the schools. It has no power, however, to levy taxes nor to fix the amount of money to be appropriated; but, after the funds have been appropriated to the school board, it has full power to use these funds for school purposes as in its judgment seems best.

*Relation to the superintendent.*—A most commendable feature in the administration of the Elyria schools is that the school board places full responsibility on the superintendent.

Until recently the school board has employed a director of schools, as the State law permits. This office was responsible directly to the school board and not to the board thru the superintendent. The law empowered him to appoint, subject to the approval of the board, all employees except teachers, supervisors, principals, superintendent of instruction, and clerk of the board, to have the care and custody of all property of the school district, real and personal (except moneys), to oversee the construction of buildings in the process of erection and repairs, to advertise for bids, and purchase all supplies authorized by the board. By granting the director these duties and making him responsible directly to the board there were two executive officers—the superintendent of instruction and the director, or business manager.

When the office of director of schools was established the thought of the school board no doubt was that there is no relation between the educational and business matters of the board. There can be no such divorce. The purpose of the school is to educate children. Every

phase of the administration of the schools must have this end in view. The superintendent should have general supervision of even the purchase of supplies and the erection of buildings.

The Elyria school board has therefore wisely placed the entire management of the schools in the hands of the superintendent. There are no longer two executive heads. The director has been retained as clerk of the board and as business agent. His duties are still practically the same as they were as director, but he reports to the board thru the superintendent and is subject to the orders of the superintendent in business matters, just as principals and supervisors are in matters of instruction.

The members of the school board say that they employ a superintendent to conduct the schools, that they give him much freedom, and hold him responsible. The minutes of the board for the past three years were examined, and this statement is borne out by the fact that the superintendent's name is frequently mentioned as making this or that recommendation. He has recommended the election of teachers, changes in the course of study, transfer of teachers, and the adoption of textbooks. This policy of the board in giving full power to the superintendent in these matters is in accord with the present tendency in school administration. It would be much easier for a superintendent who has no other interest than that of holding his position or of drawing his salary to permit the school board to select teachers and textbooks on its own initiative, but the superintendent who wants to secure results and to earn his salary is willing to assume all the responsibility.

A point worthy of commendation is that individual board members do not listen to the complaints of parents and others, but refer them to the superintendent. If the complainant is not satisfied with the decision of the superintendent, he may appeal to the school board as a board. This is the only workable policy for a school board to adopt. Individual members of school boards should never attempt to settle difficulties between pupils and teachers or parents and teachers, nor to dictate policies to teachers or principals.

The school board holds a regular meeting once

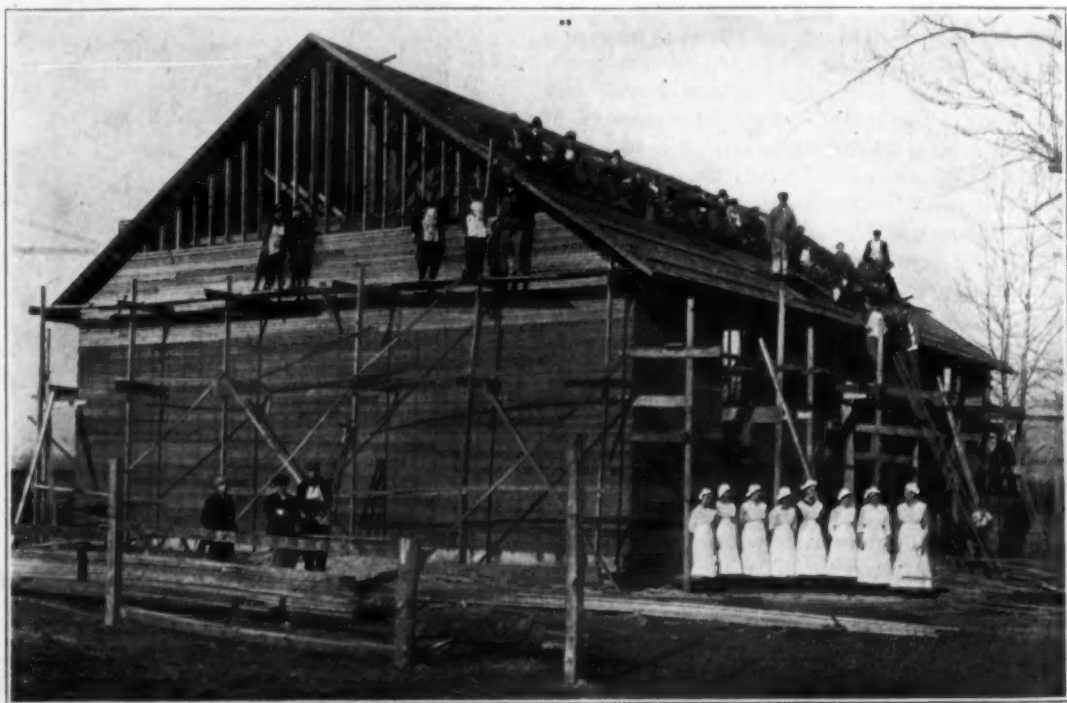
a month. During the past three years there has been, on an average, one special meeting each month. The length of the board meetings is usually from one to two hours, sometimes more than two hours. Every important proposition is discussed at length. Often there occurs in the minutes of the board the sentence, "After a thoro discussion of the question the roll was called." Tho there are several standing committees, the reports of these committees are usually discussed in board meeting.

There are on the Elyria school board the following committees: Finance, buildings and grounds, sanitation and hygiene, textbooks, advisory. It is doubtful whether a board of five members that employs expert executives needs any standing committees. However, from a study of the minutes of the board and from conversation with members of the board and its clerk, there is no evidence that these committees have undertaken to do the work for which the board employs an executive officer; nor is there any evidence that these committees have furnished the board with information that could not have been provided by the superintendent of schools.

The budget should be prepared by the superintendent and submitted to the entire board for its careful study. The clerk of the board should, of course, assist in preparing the budget. The superintendent and the business agent should report to the board the condition of buildings and grounds and have authority to make all needed repairs without having to consult a committee. The superintendent should collect information thru the school physician and the school nurse regarding the sanitation of the buildings and report to the board.

Textbooks should be adopted by the board only on the recommendation of the superintendent. He can recommend to a board of five as well as to a committee of three.

Every committee could be abolished without lessening the efficiency of the board as a legislative body. The school board is small and should act as a committee of the whole. Each member of the board should be informed upon every phase of the school work, and not only upon one phase, if he is to vote intelligently upon all measures. Tho there has apparently been no abuse of the committee organization of the Elyria school board, there are no valid reasons for its continuance.



A HOME MADE GYMNASIUM

The illustration above is a gymnasium-auditorium, erected by the pupils of the high school at Lafayette, Ohio, in the summer of 1917. It cost, complete, \$900 and was paid for by the board, by popular subscription and by the net returns of school activities. The building measures 60 by 40 feet and is 14½ feet high to the square. It is used for school entertainments and assemblies and all kinds of local gatherings.



The electors of Elyria have, as a rule, elected men and women as school board members who are well known for their interest in public affairs or for their ability as business managers. The present board is composed of four men and one woman. They have shown their interest in education by giving their time and attention to the schools, often at a sacrifice of their own private business interests.

### EVENING SCHOOLS AND CLASSES.

By Anna E. Richardson.

There is an increasing demand for evening school classes and in some sections of the country the work is flourishing. However, there is much work to be done in encouraging women to attend evening classes. It is only among a rare group that you find people eager for such instruction. Interest in such work must be developed by every available means and the recruiting of the evening school class is one of the most difficult problems of the home economics teacher. The important thing is to provide the sort of instruction which is needed and to arouse the interest of the women in the community so that they will desire such work. The types of homes in the community, the household practices and the employment of household help will dictate in a large measure the kinds of classes to be organized and the work to be undertaken. The industrial and commercial life of the community has its effect on household habits, food, clothing and home activities. All of these should be studied before the classes are organized. Local organizations of women should be used to further the establishment of such classes, mothers' clubs, fraternal orders, church societies, visiting nurses and house to house canvass on the part of the teacher, all will help in successfully organizing short-time courses. In some of the States the evening classes in home economics is the basis of the Americani-

zation program, as it has been found English standards of right living and citizenship can better be taught to the women while dealing with the simple foods which she is accustomed to handle than by the general methods used in the classroom. Too often the failure of evening school classes is due to the fact that the wishes and tastes of the groups to be reached have not been sufficiently studied, the teacher has attempted to put over some preconceived notions of her own. The efficiency test of an evening school is the number and kinds of students held, not merely the number of new recruits.

The teacher is the very large factor in evening school classes and it is important that she be chosen because of her interest and understanding of the needs of the women as well as her ability to handle the subject which she is to teach. Successful evening school teaching is far more difficult than day school work. It requires more experience, more tact, more general understanding of the life of the people. The more successful evening school teachers have frequently been selected because of their general qualifications rather than because of their special training. We should make an effort to combine the two by choosing for special training mature women who have proven their ability along the lines needed. A number of the States are pursuing just this plan and are already, as a part of the duty of the State supervisor, selecting groups of women who are qualified to teach some phase of home economics, as for instance millinery, dressmaking, care of the health of the family, etc., for special short courses, which will give them the essential methods work in the presentation of the subject and some classroom management.

With the maintenance of high prices and the ever increasing demands upon the housewife for wise expenditures, if the income is to provide the essentials for family life, there seems scarce-

ly a community so small but that a class for mothers and young women out of school could be organized if the right kind of interest is back of it. Every community should do its part to provide teachers and courses which will offer the instruction needed by our women.

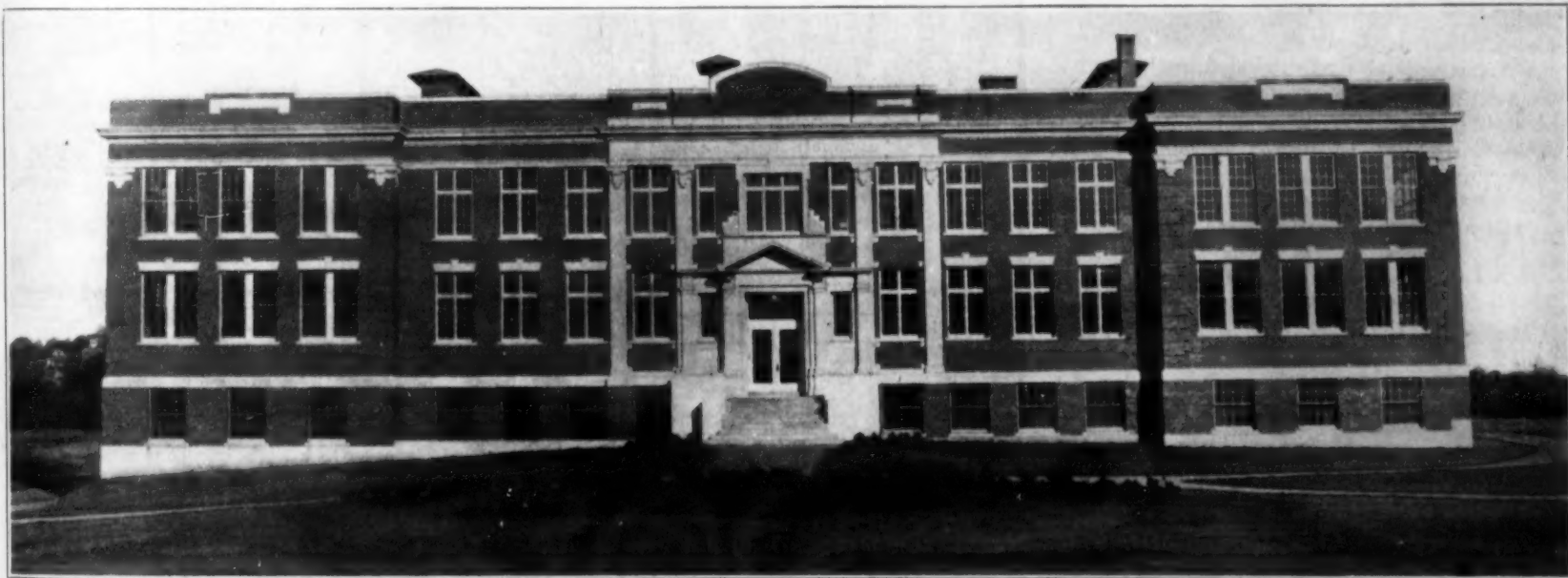
### SYSTEM VERSUS EDUCATIONAL VIOLENCE.

R. W. Carver.

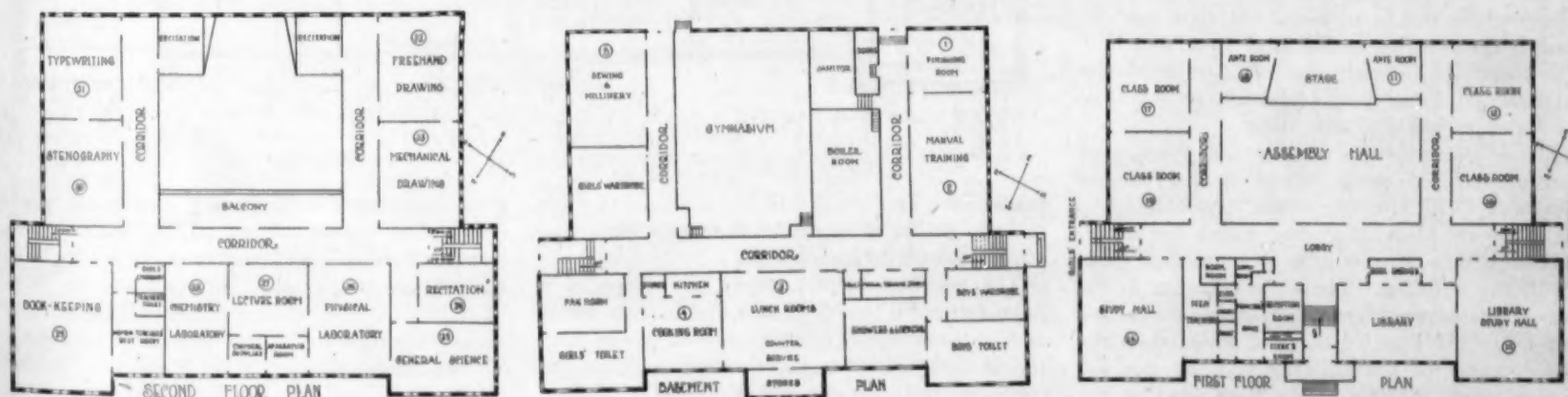
The following is a letter from a young superintendent in a City School System of North Carolina. It is written with the desire of letting other superintendents who are within the "corporal punishment" territory know how this form of educational violence has been abolished from the high school of a city of ten thousand to the entire satisfaction of the faculty, students, and patrons.

In the past years the larger boys have with almost mob violence taken charge of the school and attempted to run it according to their idea of what a school should be. The principals and teachers were powerless under the whipping regulation to control because the students who took it upon themselves to provide entertainment for all would absolutely ignore any prospect of correction and even regarded it as a badge of honor to be sent to the office. The fact that a boy had gotten a severe whipping would stamp on him the mark of hero by his colleagues.

The result of this was that the better scholars in their eagerness to obtain college entrance credits left the local school and entered preparatory boarding schools. In one year alone more than ten thousand dollars went into the treasury departments of other places, when this amount applied to the upbuilding of the local high school would have made it the equal of any in the state. Many of the students who remained for the home school were those who did not have any desire for an education but



AMESBURY HIGH SCHOOL, AMESBURY, MASS. Messrs. Prescott and Sidebottom, Architects, Boston, Mass.



FLOOR PLANS OF THE AMESBURY HIGH SCHOOL.



on the other hand thought school a place for amusing themselves and making life miserable for the teachers, and all school authorities.

The plan that has completely revolutionized the spirit of this school in one year is as follows: The demerit system used thru means of printed slips. Booklet forms are given to each instructor. A copy of this slip filled out is given below.

Date: 12/10. No. 20.  
Teacher: J. E. B.  
Pupil: James White.  
Class: Junior:  
Demerits: 1.  
Reason: Inattention.  
Time: 1 hr.

Perforated line.

No. 20.

Time: 1 hour.

Five minutes before the time for each recitation period to close an electric gong sounds at which time the slips are filled out and the part below the perforated line is given to the pupil receiving demerits. The larger part of the slips containing the facts for reference are placed on file for the principal. When school closes for the day these are in the hands of the proper teachers and students who have demerits are marched to the study hall. The study hall is kept for one hour each day by the teachers alternately. The roll is called from the slips and records kept by the filing of the pupil's slip with the teacher after he has done the required amount of work. Should a student receive more than one demerit he is given credit for that on the slip and reports the next day. After all demerits are worked off by study all records go to the waste basket.

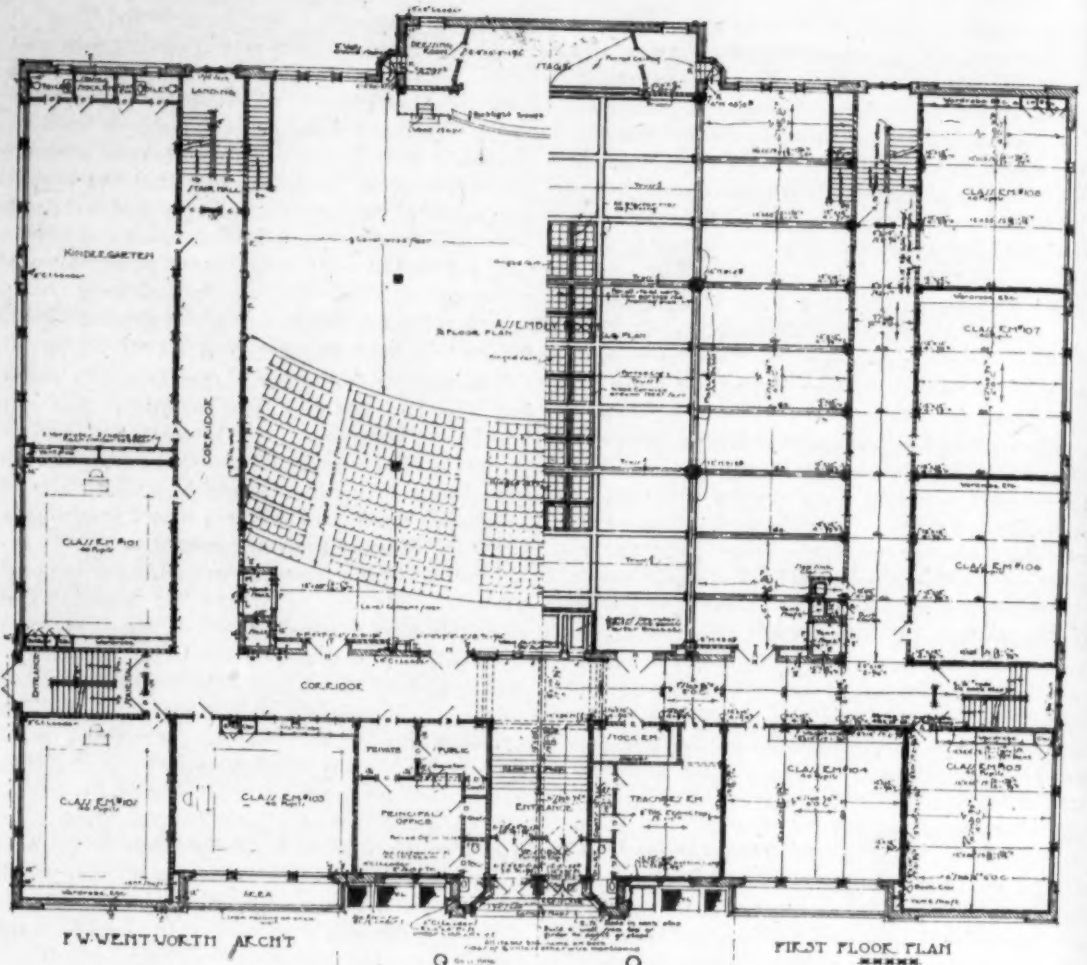
Under this plan of supervised study the standard of scholarship for the school has been raised wonderfully, since this plan affects those who most need the supervision.

Being absent or tardy without a satisfactory written excuse is also reprimanded in this way. However, when in the judgment of the authorities a pupil commits an offense which is deemed beyond the bounds of reason he receives demerits which can not be worked off, and when 25 have been placed on permanent record he is automatically dismissed from school.

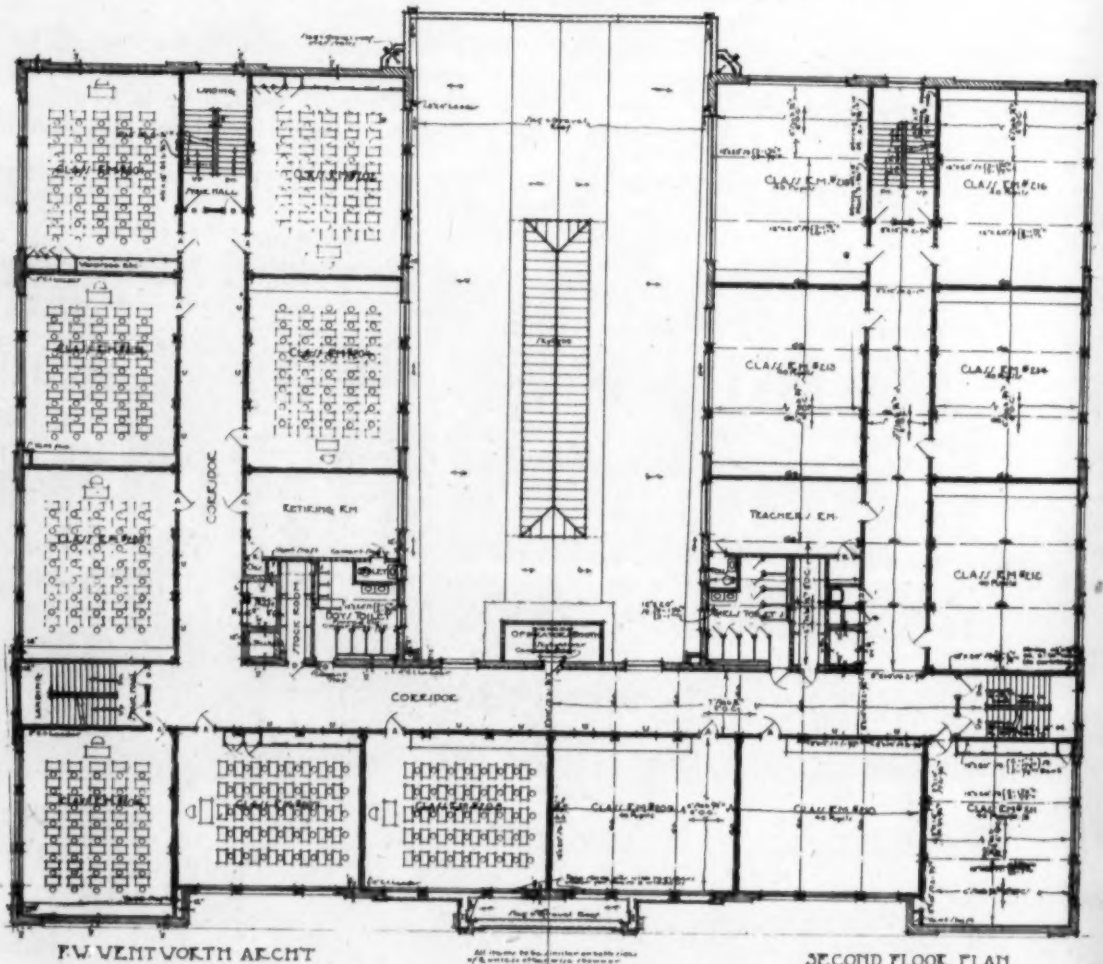
#### A COMPLETE CITY SCHOOL.

The erection of an adequate school building is a civic achievement of value and importance which is hardly appreciated by any but those who have caused its inception and have followed it thru to its completion. In the average American community the proposal to erect a school-house is inevitably followed by protests from selfish taxpayers who are more interested in keeping down the tax rate than assisting in the education of the children. Their activities are generally more pronounced and more effective than those of parents who are vitally interested in the successful conclusion of the project. A school which stands as a distinct civic achievement is the new School No. 10 of Paterson, N. J. The building is largely the result of consistent activities of Mr. Frank I. Adams, president of the Paterson board of education.

The building is the largest and most completely equipped grade school in the city of Paterson. The site on which it stands is an entire square block of ground which has a natural slope that permits of a very practical placing of the building. The main entrance to the school located on Mercer Street is only a few feet below the level of the first floor while the rear entrance of the building and the side entrances admit directly to the floor level of the



FIRST FLOOR PLAN, PUBLIC SCHOOL NO. 10, PATERSON, N. J.



SECOND FLOOR PLAN, PUBLIC SCHOOL NO. 10, PATERSON, N. J.

basement. This condition has made it possible to fully utilize most of the basement for active rooms devoted to instruction.

The building is planned in the shape of a huge letter "U" with classrooms in two wings and in the front. The arrangement is such that the stairways are at the extreme ends of the corridors and are isolated by means of smoke-

proof partitions so that they constitute practically fire towers. Each of the stairs opens directly outdoors and the four entrances thus created are used solely by the pupils. The building contains an equivalent of 42 academic classroom units and is intended for a maximum of two thousand pupils. In addition to the classrooms there are a number of accessories





PUBLIC SCHOOL NO. 10, PATERSON, N. J. Fred Wesley Wentworth, Architect, Paterson, N. J.

needed to make the building a complete educational and civic unit.

The main feature of the basement is the gymnasium which measures 48 feet by 75 feet and has a sixteen-foot ceiling. The gymnasium is fully equipped for work which may be undertaken by children of the grades and has adjoining it a locker room and shower baths. The latter accessories are intended for alternate use by boys and girls and entrances are provided directly from the separate boys' and girls' playrooms.

In the basement are also located the three large shops for related manual training work and the domestic science laboratory. The shops are intended for wood working and printing, etc., and are fully equipped for prevocational work. A large unassigned space is provided to be turned into shops or classrooms as the future need of the school may determine. Toilet rooms, space for the heating apparatus, a room for the janitor and large playrooms complete the facilities of the basement floor.

The main floor includes eight academic classrooms, teachers' room, an office for the principal and a large assembly hall. A kindergarten which is equivalent to two classrooms in size has been located on this floor, adjacent to one of the

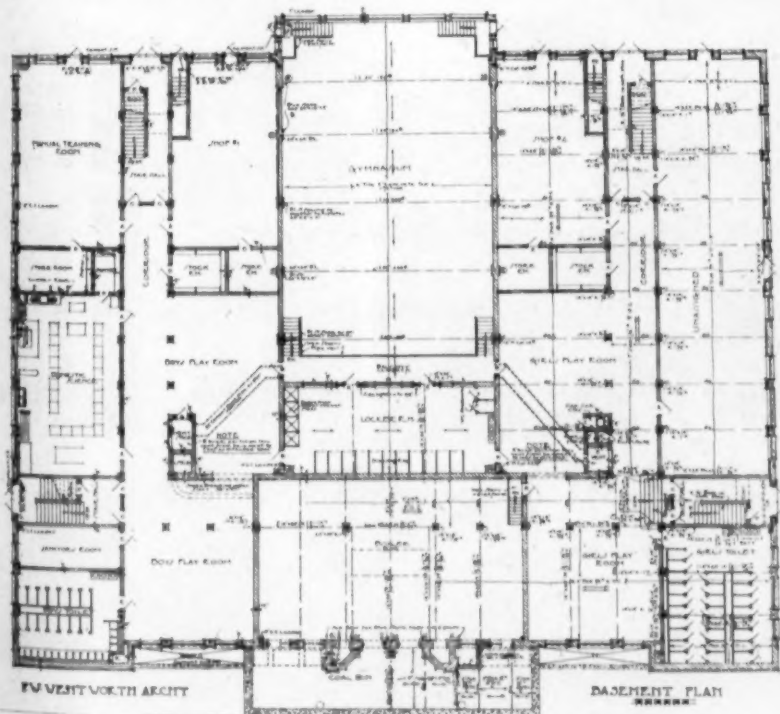
rear entrances. The room is fully equipped with toilets, stock room and a wardrobe and has been finished in an attractive style suited to the small children who occupy it.

The main feature of the first floor is the auditorium which is entered from the main corridor thru four entrances. The room has a total seating capacity of 1,700 and has been worked out in a very dignified but modest style. The front half of the floor is flat and the rear is pitched. The seating lines of the room have been worked out very carefully for vision and acoustics. The rear half is fitted with stationary seats while the front half has portable seats which can be readily removed for drills and social gatherings. The stage is large enough for school theatricals and entertainments and is equipped with footlights and dressing rooms. A room for the projection of motion pictures and lantern slides is located at the back of the hall and is entered from the corridor of the second floor. The walls and ceiling are treated with ornamental plaster. The room is amply lighted by means of a large skylight.

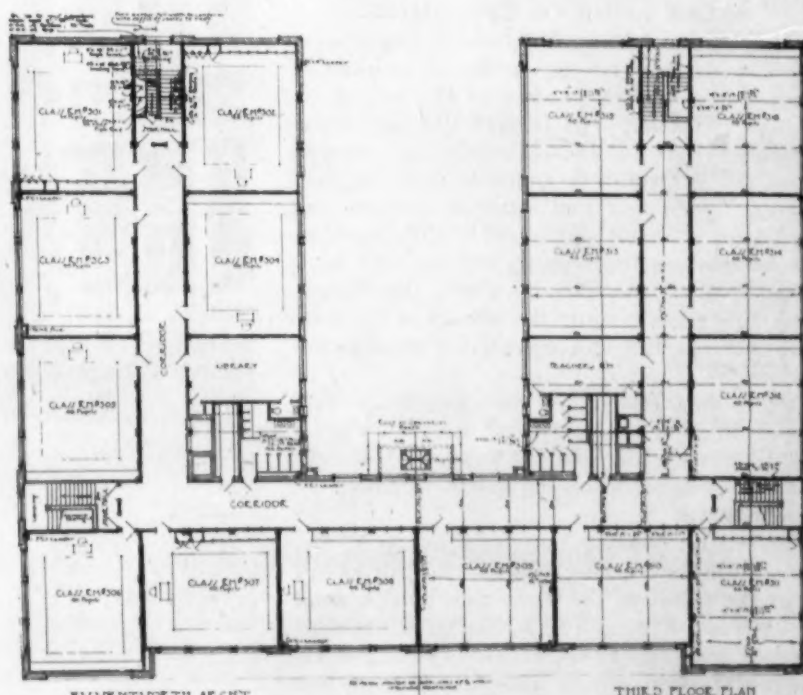
The second and third floors are devoted exclusively to academic classrooms. The floors are practically identical in arrangement. Each room is equipped with a standard wardrobe and

is furnished to seat forty pupils. On both the second and third floors there are toilets, retiring rooms and rooms for the teachers. The retiring room on the second floor has been equipped for the school physician and is used in physical examinations. It serves also for emergencies. A corresponding room on the third floor is used as a school reference library.

The building is as nearly fireproof in construction as is economically possible in a schoolhouse. Reinforced concrete has been used for all bearing walls and floors, and steel beams have been used for the long trusses where these are necessary in the gymnasiums and auditorium. Wood has been eliminated so much as possible thruout the building. The floors are of cement in the corridors and in all rooms except the classrooms. A dustproofing and hardening compound has been used to give the concrete perfect wearing qualities. The classrooms and the gymnasium and the level portion of the auditorium are the only parts of the building in which hardwood floors have been used. The doors with their trim and the classroom wardrobes are of select hardwood and are the only inflammable portions of the building. All window sash thruout are of steel so constructed as to eliminate woodwork.

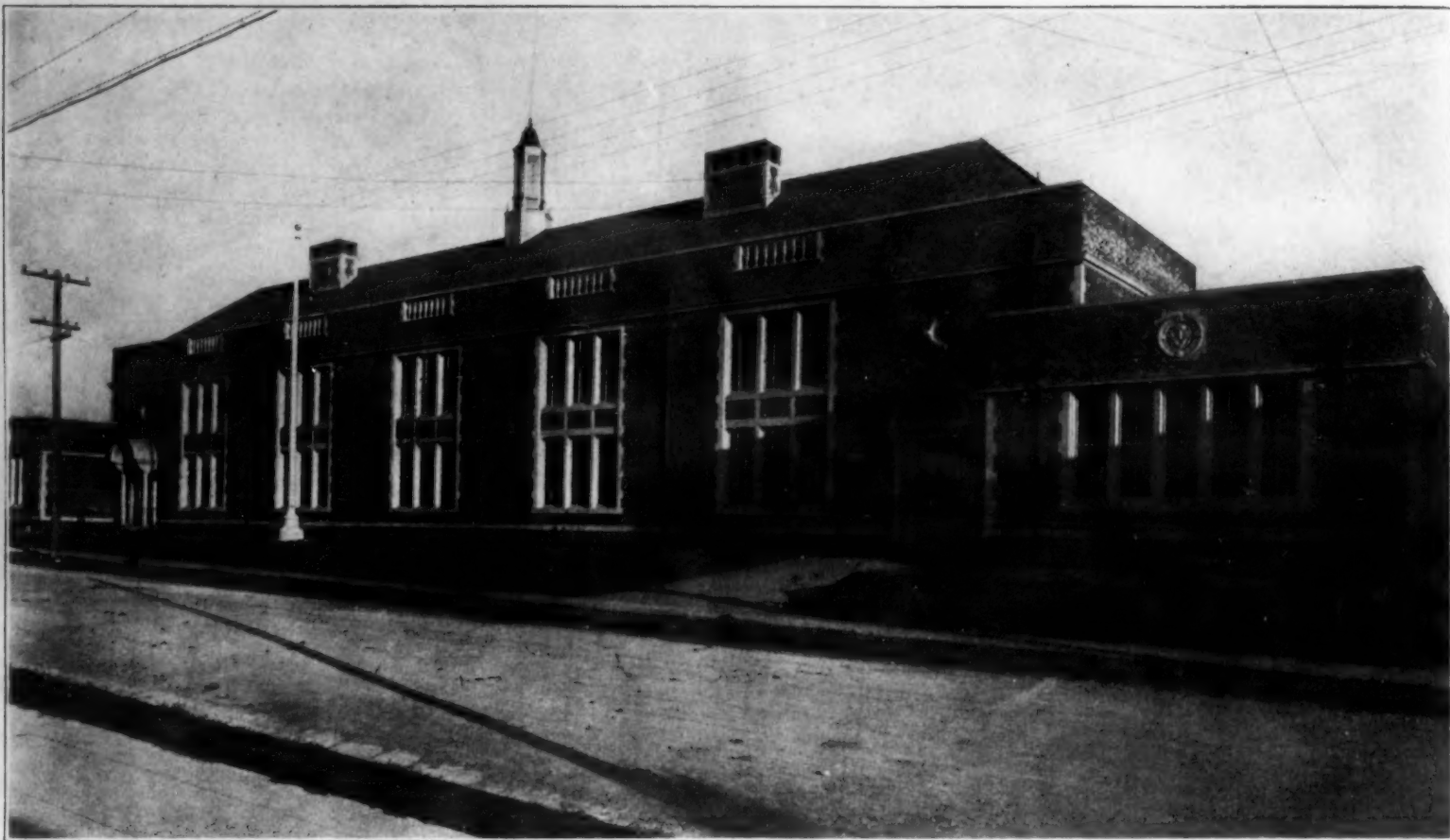


BASEMENT PLAN, PUBLIC SCHOOL NO. 10, PATERSON, N. J.



THIRD FLOOR PLAN, PUBLIC SCHOOL NO. 10, PATERSON, N. J.





EDISON SCHOOL, BERKELEY, CAL. W. H. Ratcliff, Jr., Architect, Berkeley, Cal.

The building is heated and ventilated on the unit plan. Air is admitted to each of the classrooms thru radiators in front of the windows and is exhausted thru louvres in the door into the corridors. From the corridors it is turned into two large main exhaust shafts located at the intersections of the corridors. Motor driven fans in the roof expel the air outdoors. In addition to the heating boilers provided at present, space has been provided for boilers and engines of sufficient power to generate current for lighting and for driving the ventilating fans if this seems desirable.

The building cost \$250,000 complete and was designed and erected under the supervision of Mr. Fred Wesley Wentworth, Architect, Paterson, N. J. The building was dedicated on June 20th, 1918, and was fully occupied by 1,600 children on September 3rd.

#### ADJUSTING LOSSES OF TIME AND SALARY DUE TO EPIDEMICS.

The Maine State Education Department offers some sane advice on the adjustment of time and salary losses due to the recent influenza epidemic. The Department anticipates difficulties between school boards and teachers when the latter will be asked to make up time during the spring and summer months and argues for amicable settlement of differences on the basis of common sense and justice. In a recent issue of the official Bulletin the Department shows how greatly the schools of the state have suffered and how essential a sensible adjustment is:

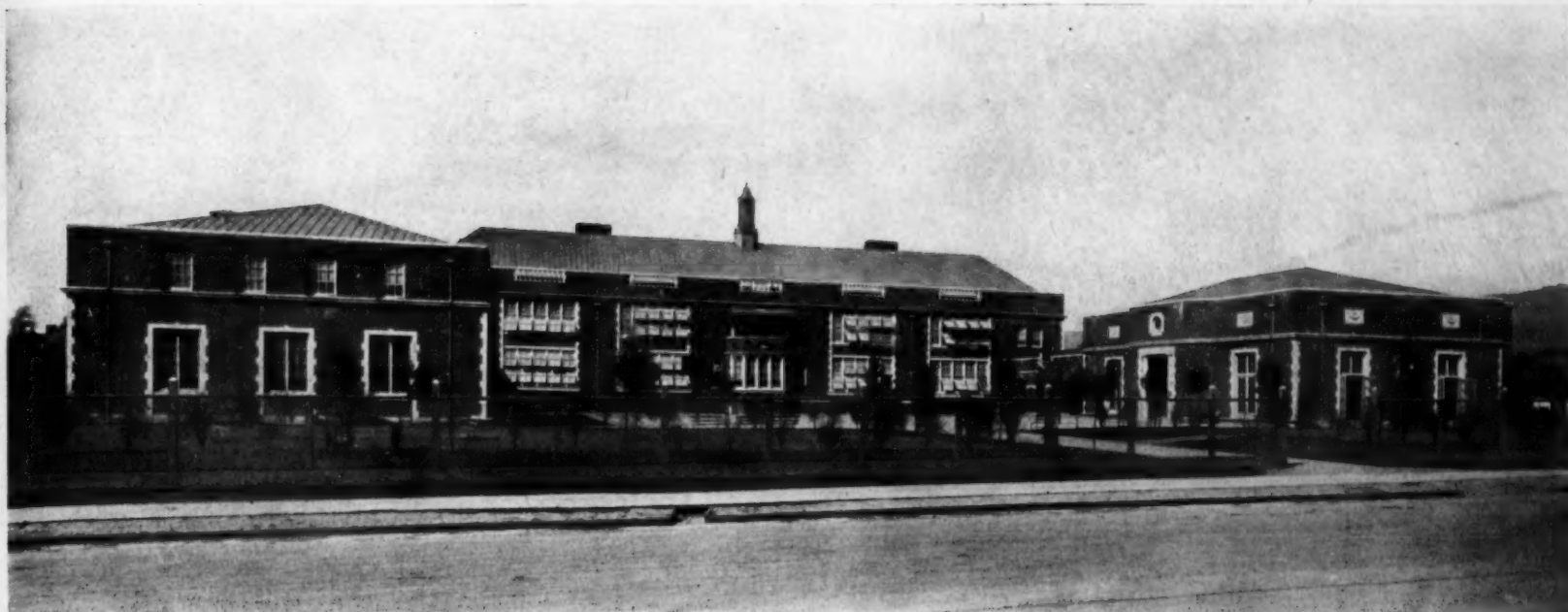
While all of those who have had to do with schools this fall have a general idea that a great amount of time has been lost on account of their closing yet few realize the extent to which we have suffered.

The returns which have been received from Superintendents giving statistics for all except 60 of the towns of the State show that a total of 3,903 schools have been closed for periods varying from one to six weeks. The aggregate number of weeks which these schools have lost is given as 14,663, or an average loss of nearly four weeks for each school.



ENTRANCE, EDISON SCHOOL, BERKELEY, CAL.





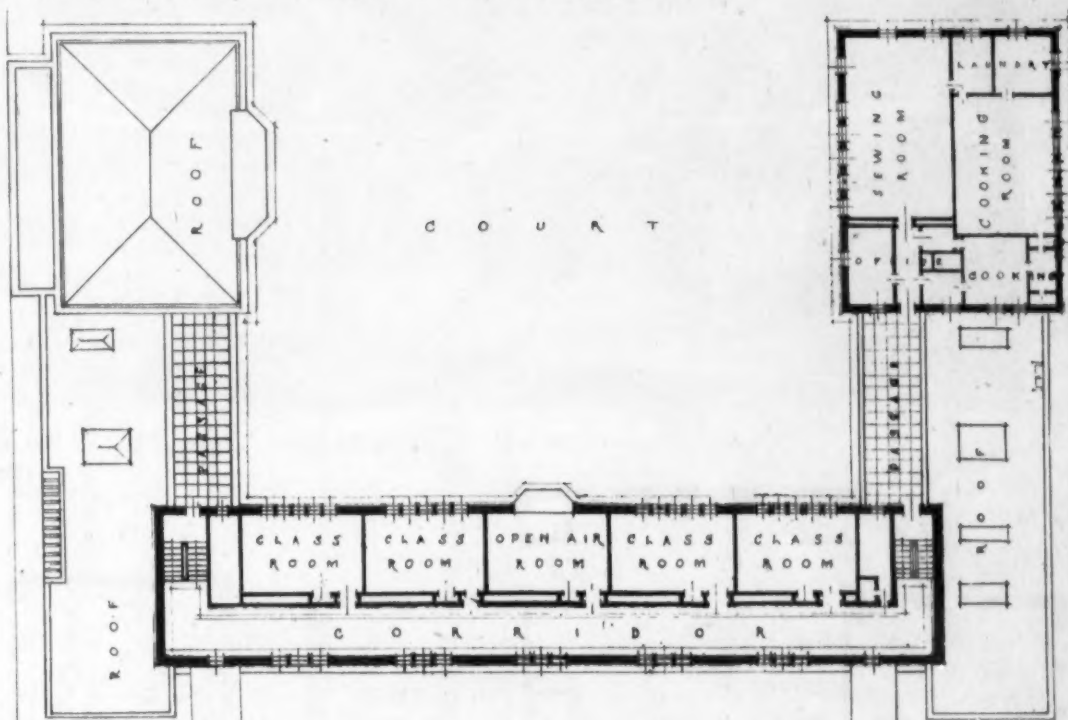
EDISON SCHOOL, BERKELEY, CAL. W. H. Ratcliff, Jr., Architect, Berkeley, Cal.

Of the 462 towns and cities from which returns are at hand, only 28 are reported as having lost no time. In most places all the schools have been closed but in a few instances it appears that a small proportion have been kept in session even tho others in the same town have been suspended.

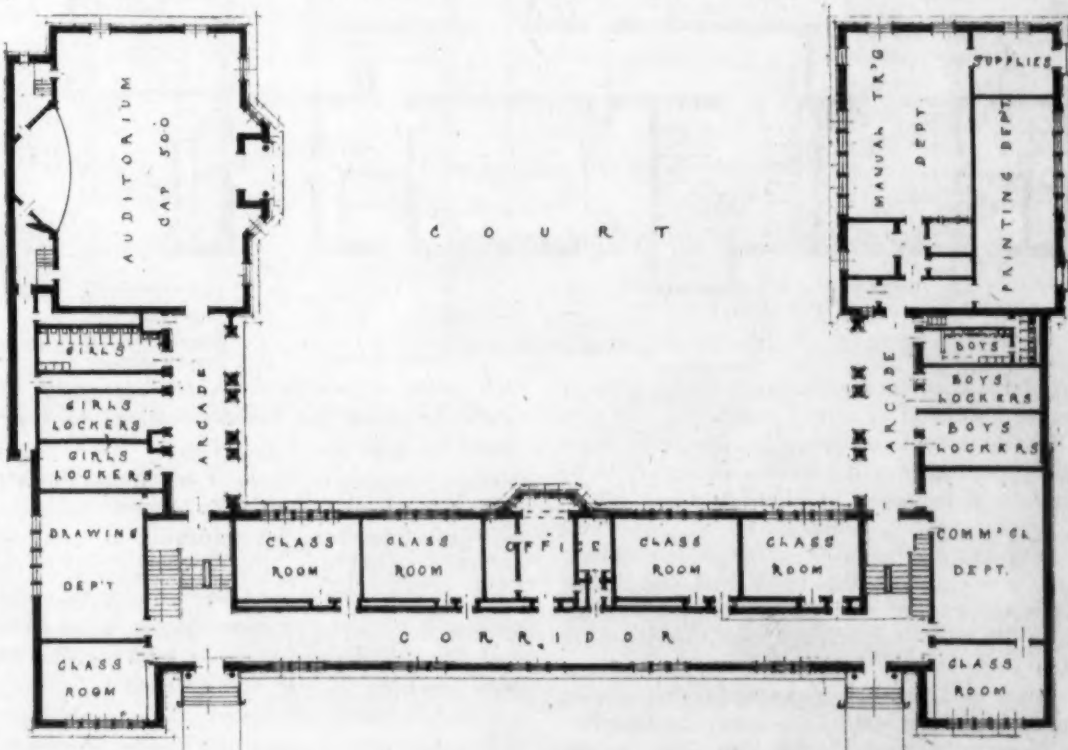
For the most part it appears that towns have accepted the situation and arranged for full payment of teachers' salaries on the same basis as if schools were in session, with the understanding that as much of the lost time as possible would be made up. In others a part of the salary is being paid or reimbursement made for extra expense incurred for board or travel. In only a few instances have teachers been asked to assume the full burden.

A fair and equitable adjustment of salaries under these conditions is by no means an easy problem to solve. Probably the situation is covered in only a very small number of cases by the contracts entered into between teachers and school authorities. As a general principle it would be indefensible to expect teachers to suffer a complete loss of salary. Such a course, carried to its logical conclusion, would mean that a town in which schools were kept closed for so long a time as to make it impracticable to make up any large part of it would succeed in piling up an unexpended balance of funds and would apparently profit financially at the expense of its teachers in direct proportion to the time the schools were suspended. This situation might easily be possible in towns and cities wherein schools are ordinarily maintained for at least 36 weeks, in which cases a loss of several weeks could scarcely be made up without extending the term into the late summer.

On the other hand teachers can hardly take the position that they must be protected from all loss, even to the extreme of demanding that they be paid for all extra time as well as their full regular salaries and extra expense for board or travel. Adopted as a general method of procedure this would, of course, give the teacher complete protection in all cases, but also might easily mean in a considerable number of towns in which schools cannot, under usual conditions, be maintained for much more than the minimum of thirty weeks, either a choice between a great overdraft of school funds or the curtailing of the year below the minimum required by law. These towns could, with a reasonably favorable turn of events, so order their terms as to make up the time lost except in extreme instances and thus prevent children from suf-



SECOND FLOOR PLAN, EDISON SCHOOL, BERKELEY, CAL.

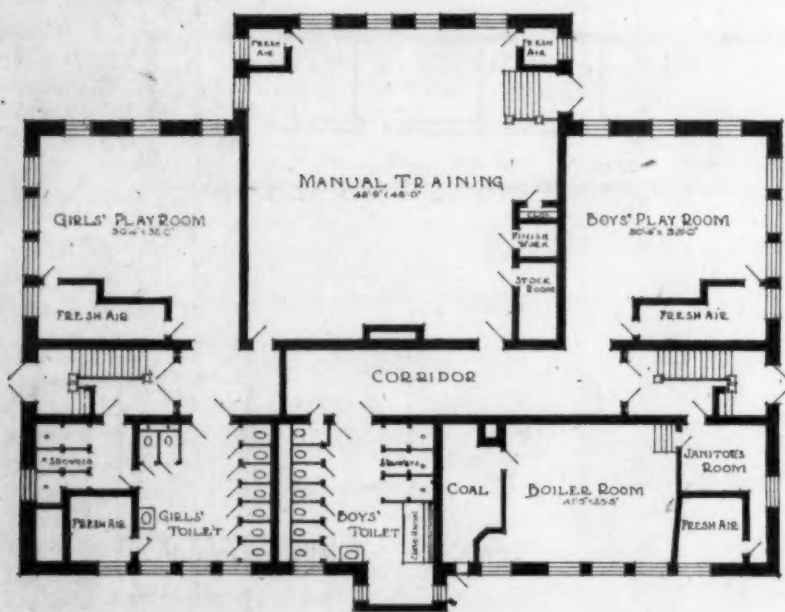


FIRST FLOOR PLAN, EDISON SCHOOL, BERKELEY, CAL.

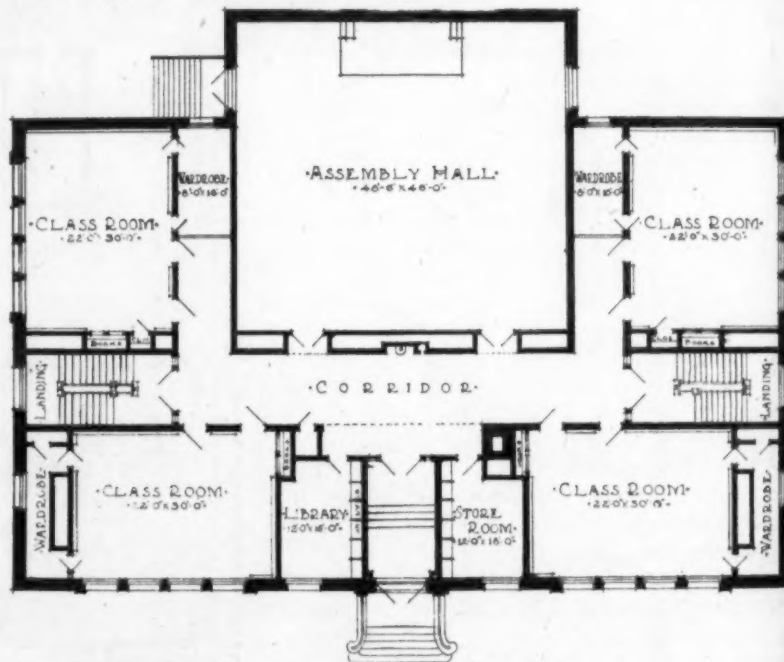




GEORGE HAMILTON SCHOOL, EVERETT, MASS. Messrs. Allen and Collins, Architects, Boston, Mass.



BASEMENT PLAN, GEORGE HAMILTON SCHOOL, EVERETT, MASS.



FIRST FLOOR PLAN, GEORGE HAMILTON SCHOOL, EVERETT, MASS.

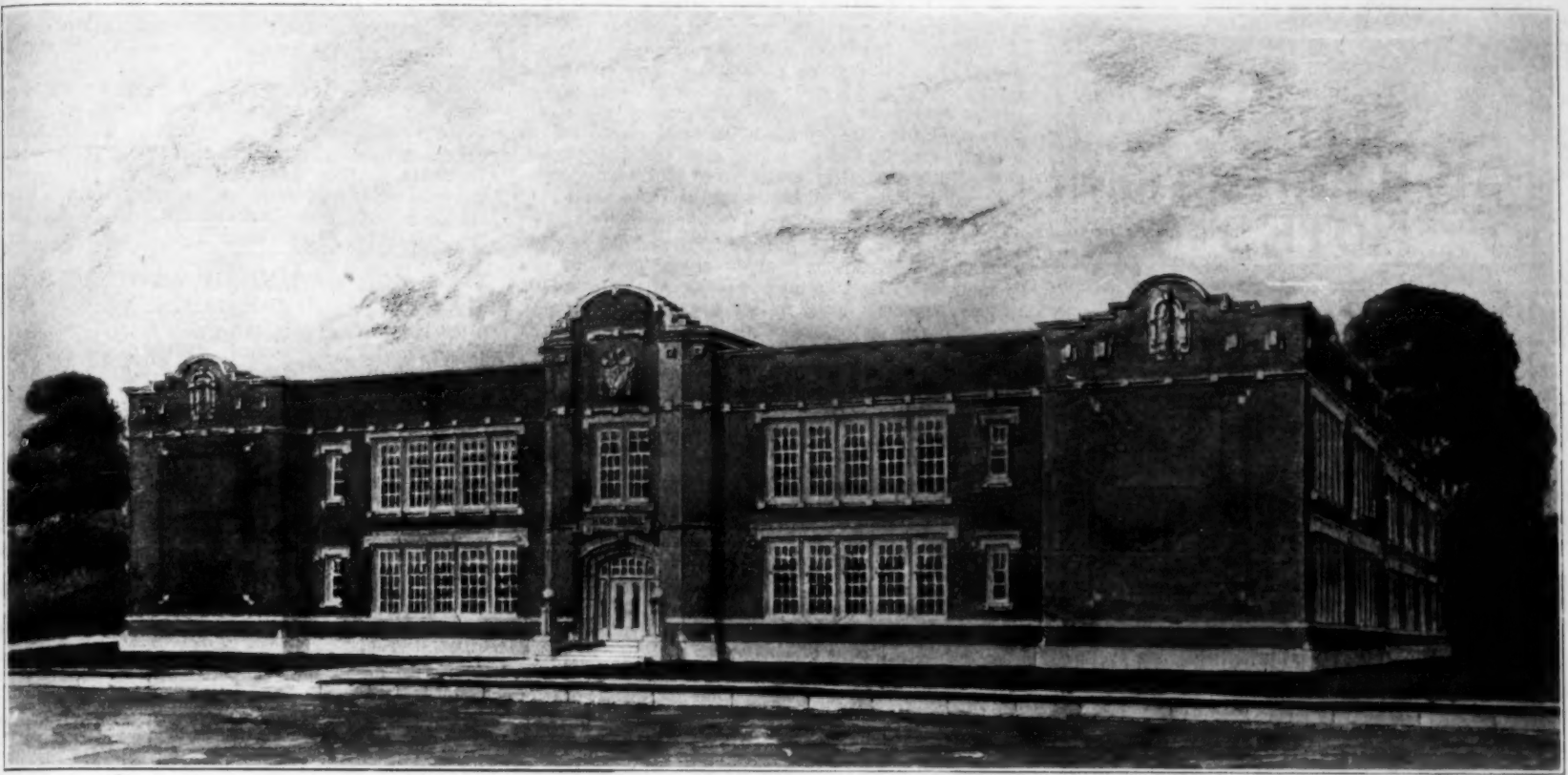
fering a still further shortening of their already meager allotment of school days.

Having considered the situation from these two opposite points of view there appears to be a middle course open which offers many points of advantage. Teachers may be paid full salaries for the number of weeks for which schools would normally be maintained. This means no greater expenditure than was originally contemplated. They may be asked to teach without additional compensation during the time necessary to make up a part or the whole of the time lost. This cannot be regarded by them as requiring extra service in actual teaching. Reimbursement may be made for

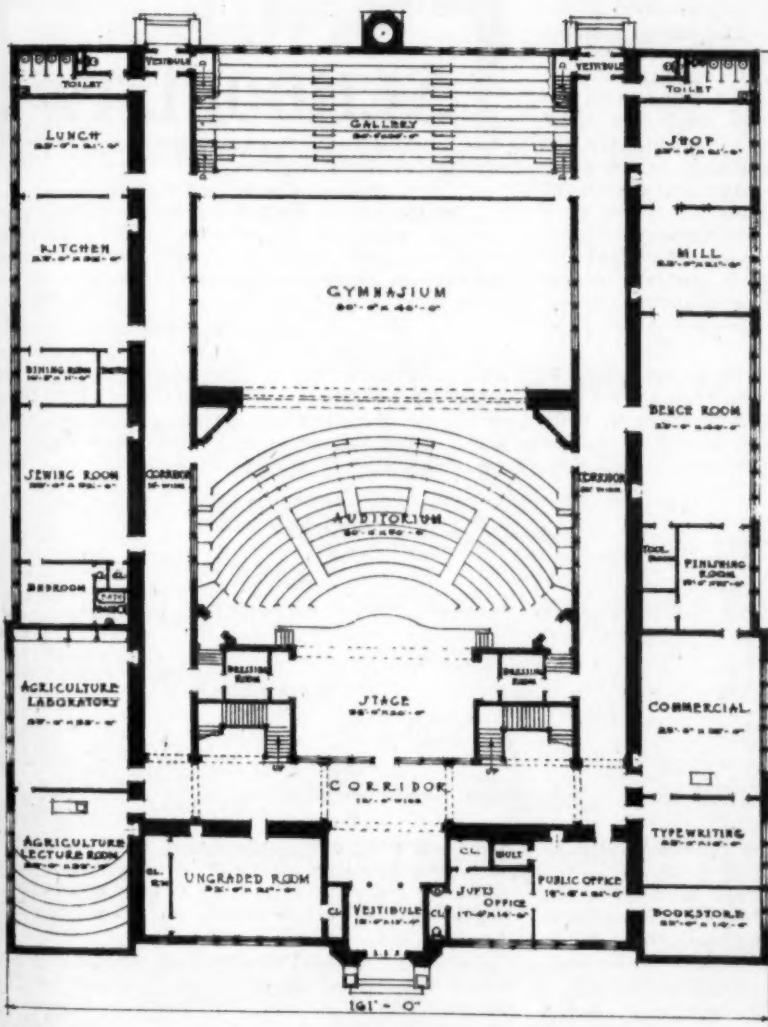
such extra expenditure as teachers may be forced to make for board or travel to their homes on account of the change. This would mean a comparatively small additional burden upon the school funds of any town. Only in the case of teachers not returning to complete the year would any question arise. Adjustment could be made in these instances by withholding a part of the payment until the close of the year and making a pro rata payment to those teachers leaving at any time before the full year had been completed. This would seem to be a fair arrangement both for the town and for the teacher.

We cannot escape the fact that much time has already been lost which can not be made up. Reports at this writing indicate that we are likely to see still greater inroads before the winter is over. The pupils in the schools are the ones who will suffer most in the ultimate reckoning and it is they to whom most consideration should be given to devise ways and means for vouchsafing them the fullest possible measure of school opportunity. Intensive teaching, stripped of unessential embellishments, will be the order of things educational if we are to crowd into the remaining months all the salient features that our schedule contemplates.

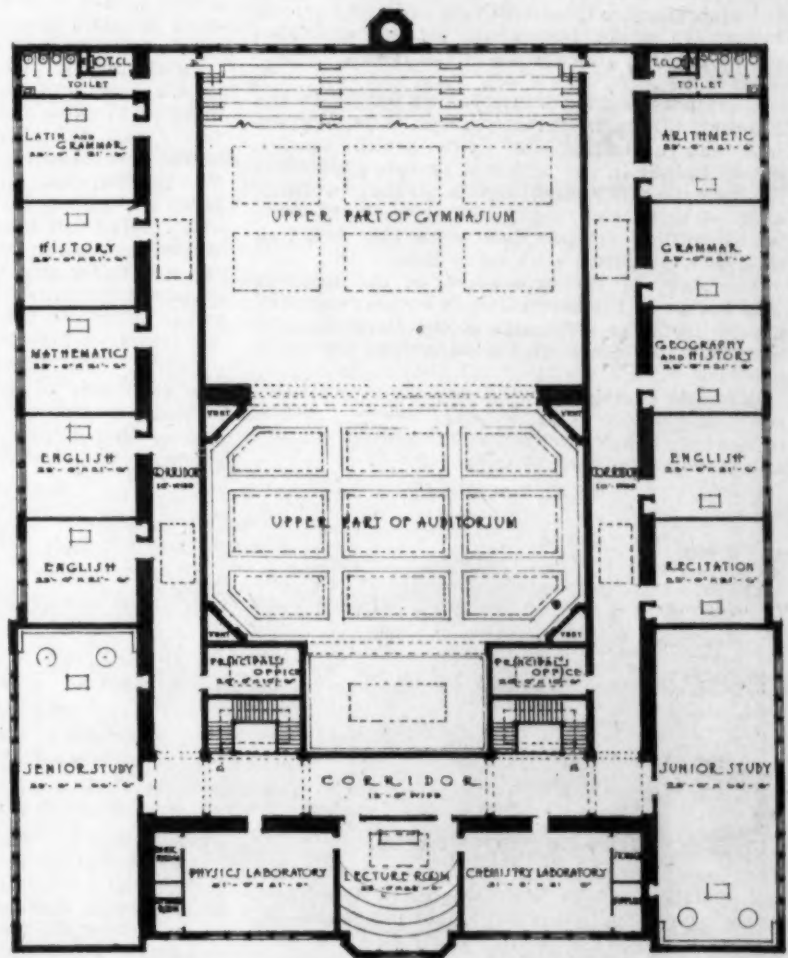




JUNIOR-SENIOR HIGH SCHOOL, MOORHEAD, MINN.  
Miller, Fullenwider & Dowling, Architects, Chicago, Ill.



FIRST FLOOR PLAN.



SECOND FLOOR PLAN.

FLOOR PLANS OF THE JUNIOR-SENIOR HIGH SCHOOL, MOORHEAD, MINN.  
Miller, Fullenwider & Dowling, Architects, Chicago, Ill.

#### BUILDING AND FINANCE.

The schools of Oakland, Cal., have for some time experienced a shortage of schoolroom space and for the next two years will face an increasing lack of accommodations unless a definite school building program is adopted and carried out. At present there are 130 portable buildings in constant use, housing more than five thousand children from the kindergartens and elementary grades. In the high schools there is a daily at-

tendance of 4,000 students and there are about 8,000 young people who are not enrolled in any high school.

The school board's building program calls for five junior high schools to relieve the 130 classrooms of the elementary grades and to take care of the first year of the high school; six 20-room primary schools to provide 120 additional classrooms; the erection of at least three modern high schools to accommodate 1,500 to 1,800 students

and one to accommodate 800 to 1,000 students, and the erection of modern elementary buildings to replace the fourteen inadequate structures in East and West Oakland. Permanent units of a standard type are proposed for four in East Oakland and two in West Oakland.

The building program is intended to provide for a permanent school building plant and to meet an estimated increase of 254 classrooms and 10,160 children within the next two years.



## SCHOOL ADMINISTRATION NOTES

### MINIMIZING THE LOSS CAUSED BY THE INFLUENZA EPIDEMIC.

A remarkable example of public devotion and a splendid record of service during the epidemic of influenza are noted in a recent report of Supt. T. J. Knapp of Highland Park, Mich. The teachers of Highland Park did not simply retire to their homes when the schools were closed. They worked during the entire period for the welfare of the community. Mr. Knapp tells the story as follows:

During the latter part of October influenza began to afflict our community and many people immediately began to call for closing the schools. In a system where medical inspection and nurse service is well organized, the pupils are thought to be safer in school. But when a considerable number of the children were being kept out by parents, and no reasonable progress could be made in school with only about two-thirds in attendance, the Health Officer, Dr. R. F. Foster, ordered the schools closed, at the same time requiring children to remain on their own premises.

The Health Officer, Mayor, Commissioner of Public Welfare and the Superintendent of Schools then planned to use the school organization in the emergency. The Red Cross ordered its local branch to make pneumonia jackets and face masks for free distribution by the Health Department.

Certain teachers volunteered as nurses in the hospital, others in private homes, others organized and scheduled the extra health service, others helped in the offices of private physicians in order that they might devote all their working time with the sick, many helped the local draft board, while nearly all spent some time bringing their school clerical work up to date.

The story of the experiences of the teachers who nursed in the hospital or in homes reads like a page from the sufferings of the Belgians. No work was too lowly or too dangerous for these heroines.

Below is a table showing as well as statistics can how the time of 267 teachers was spent. Fifteen others had not yet reported when the records were tabulated. Most of them were ill.

	School Closed	School Work	Red Cross, Etc.	Draft, Etc.	Hospital, Etc.	Home Nursing	Physician Office, Etc.	Illness	Resting	Entitled to Rest and Illness
No. women	233	164	173	31	45	43	14	62	233	
No. days	1,581	267.5	757.5	147	200	142	40	234	714	932
Aver. days	6.8	1.6	3.3	.6	.9	.6	.17	1.	3.1	4
Total salary	\$ 9,329.75	\$1,584.90	\$4,487.96	\$ 847.88	\$1,260.04	\$839.17	\$242.23	\$1,356.48		
Aver. salary	\$ 5.90									
No. men	34	33	5	21	8	4	3	2	34	
No. days	210.5	114	11.5	74.5	29.5	8	6	2	102	136
Aver. days	6.2	3.4	.3	2.2	.9	.2	.2	.06		
Total salary	\$ 2,158.61	\$1,160.26	\$ 100.56	\$ 680.28	\$ 344.06	\$115.52	\$ 83.81	\$ 23.23		
Aver. salary	\$ 10.25									
No. men and women	267	197	178	52	53	47	17	64	267	
No. days	1,791.5	381.5	769	221.5	238.5	150	46	236	816	
Total salary	\$11,488.36	\$2,745.16	\$4,597.52	\$1,528.16	\$1,604.10	\$954.69	\$326.04	\$1,379.71		

Deduction of \$233.60 from last column above—\$2,511.56  
Total amount expended for govt. work, \$6,125.68

Total amount expended for city work, \$2,884.83

From the above it will be noticed that

1. Instead of an actual loss (of \$11,488.36) for salaries, the teachers' time was divided between school work (not teaching), costing \$2,511.56, government work, costing \$6,125.68, and city work, costing \$2,884.83. Since much of the Red Cross work was for the City Health Department, a considerable part (perhaps one-half) of the Red Cross expense should be charged to the city work. That would reduce the \$6,125.68 to \$3,826.92 for government work and increase the \$2,884.83 to \$5,183.59 for city work.

2. The city work consisted of nursing, cooking, scrubbing, washing and all sorts of duties in the hospital and in private homes, of investigating conditions and organizing assistance, and in other ways aiding the Health Department and the local physicians. While trained nurses and other workers trained in these lines could doubtless have given more service for the same or less money, there was no supply of trained workers, and the teachers did work which would otherwise have been undone.

3. While the teachers were informed that they were on duty all the time, they were given a choice as to the work they should do. The chart shows that they were industrious, conscientious, courageous, and loyal. Knowledge of many of the experiences of individuals raises one's admiration for the splendid human qualities of members of the profession, and one's appreciation of the fact that many lives were saved, and that other lives were made easier and less sorely afflicted.

4. Sixty-two, or 26 per cent, of the 233 women were ill, while only two, or 6 per cent, of the 34 men were ill. The total amount of the women's illness was 234 days, or an average of one day each for all, while the total amount for the men was two days, or 1-17 of a day for each. While the number counted is not great enough to furnish any conclusion as to the comparative absence of women and men, it does raise the question which will be satisfied only by the tabulation of more complete records.

5. Highland Park had a comparatively slight visitation of influenza, and in some degree this can be credited to the heroic efforts and conscientious service of the teachers. What might have been the case without them is better known to the Health Officer and other physicians than to the one who collected these records.

### A PLAN FOR MAKING UP LOST TIME.

Superintendent K. A. Shanner has issued a statement of the method to be followed in the schools of Holly, Colo., for making up time lost during the influenza epidemic. On October 9 the Holly High School was closed due to the influenza epidemic. At that time it was thought that the danger would be of short duration and that the school could be safely reopened in a few days. However, the situation continued to become more alarming and as a result school remained closed until Monday, December 30. The school lost ten weeks and two days of actual school time.

In discussing the situation Mr. Shanner writes: "We now find ourselves confronted with an unusual circumstance. We are compelled to effect a new organization and to re-establish the habits formed during the first part of the year. We realize that all pupils enrolled should be given an opportunity to complete the year's work and receive full credit in their various courses. We are also aware that there is danger in giving full credit for any work that is partially or unsatisfactorily done. In order to establish a standard in school work for the remainder of the year, the following plan is adopted.

"First: The school year will be composed of two semesters of fifteen weeks each. The first semester beginning Monday, September 3, 1918, and closing Friday, February 28. The second semester will begin Monday, March 3, and close

Friday, June 13. On and after Tuesday, January 7, classes will be held until 4:00 P. M.

"Second: Teachers will issue credits on the basis of work done and the ability of the student to do individual work. Details of work, while necessary, will in many cases be left to the individual pupil.

"Third: Students must see the need of improved habits of study. We must become more efficient in our work. We must complete in thirty weeks the work heretofore done in thirty-six weeks. There must be no slacking anywhere. Keep 'pace,' be a leader and not one who is content to merely follow. Pupils absent from recitations decrease the efficiency of the school. Regularity and punctuality are school virtues that should be sacred to all. Pupils absent from recitations without legitimate cause cannot hope to secure full credit. You cannot complete the year's work and be irregular in attendance.

"Fourth: It is our plan to continue our various school activities—class socials, athletics, debates, etc. We wish to continue as in normal

times. We desire to solve our problem, not to shun it. Is not the school an institution that is capable of solving its problems in a businesslike way?

"Fifth: We should complete the year's work during regular school hours and not be compelled to adopt Saturday teaching. There is also need for more home study on the part of every student. Habitual loafing and late hours can be carried out only at the expense of good work and a sacrifice of credit. Conservation of time and co-operation will solve the problem if entered into by all."

### PLAN FOR MAKING UP WORK AT DEER RIVER, MINN.

Divide the amount of work usually covered in six days into five lessons. Those pupils who can do this work well in five days will receive the week's credit. Those who cannot do so shall come to school on Saturday and complete the work.

Some advantages:

1. It will serve as a stimulus to do good work and the pupil will form habits of application.

2. It will give the teacher an opportunity to study the pupil who fails and find out the cause of failure.

3. Having a small number she can give the individual help each needs.

4. It will not waste the time of those who do not need this special help as is the case when this help is given when the whole class is present.

5. It will enable us to close school about the usual time and so avoid having school during the hot weather, and the older pupils can get to their summer work.

## SCHOOL LAW

### School Lands and Funds.

A county school fund is a county fund set apart for the support of the schools, and its disbursement is committed to the county board of public instruction which cannot use the moneys for any other purpose.—Clifton v. State, 79 So. 707, Fla.

### Schools and School Districts.

A county clerk could attack validity of organization of consolidated school district, organized under the Missouri laws of 1913, p. 721, in an action by the district to compel him to extend taxes, where there was no certificate from the superintendent of schools that the law had been

complied with, and plats posted prior to election were not authenticated and were wholly insufficient.—State ex rel Consol. School Dist. No. 2, Shelby County v. Curtright, 205 S. W. 248, Mo. App.

Under the Illinois curative act, legalizing high school districts organized under the act of 1911 (Laws of 1911, p. 505), and formed from contiguous and compact territory, a school district formed from territory nine miles long and seven miles wide, having some irregularities in boundaries, so that it was not quadrilateral in form, is "contiguous and compact" in form.—People v. Herrin, 120 N. E. 274, Ill.

### School District Government.

The Kansas general statutes of 1915, § 9074, relating to the election of the superintendent of schools, authorized the board of education in a city of the first or second class to waive its rule requiring the election of a superintendent to be held by ballot, and signified its choice by a call of the roll.—State v. Sinclair, 175, P. 41, Kans.

(Continued on Page 56)



# National Week of Song

## February 16-22, 1919

For several years following the lead of "Normal Instructor and Primary Plans," the schools have set apart that week in February in which occurs the anniversary of Washington's Birthday as a "National Week of Song."

Now the whole Nation has been set singing and the entire month of February is made the month especially of Patriotic Songs.

The "Community Singing," "Victory Sings," "Liberty Sings" of the neighborhood should be linked up with the Schools in this festival of Patriotism.

Arrange a big get-together Sing-feast with children, parents, Sunday School, Church and everybody taking part.

**The Victor will teach the entire program  
from its incomparable records.**

*Try this list:*

- 17580 { **America**—(All with Band)  
Red, White and Blue
- 45151 { **Freedom For All Forever** (Werrenrath)  
Lafayette
- 17568 { **Soldier Boy** (Song and Games, Primary)  
Let Us Chase the Squirrel
- 18333 { **Over There**  
I May Be Gone a Long, Long Time
- 64694 { **There's a Long, Long Trail** (McCormack)
- 35555 { **Paul Revere's Ride** (Battis)  
The Rising of '76
- 17087 { **Minuet**—(By Children in Colonial Costumes)  
May Pole Dance
- 18491 { **Green Mountain Volunteers** (Band)  
Speed the Plow—(American Country Dance)
- 18446 { **I Want to be Ready** (Spirituals)  
Been a Listenin'
- 35228 { **Flag Drill**—(Grammar Grades—Band)
- 35397 { **Clayton's Grand March**  
In Lilac Time
- 17581 { **Star Spangled Banner**—(All)  
Hail Columbia

*Or this one:*

- 35657 { **Patriotic Medley March**  
Standard Bearer March
- 18145 { **Battle Hymn of the Republic** (All with Band)  
Believe Me, If All Those Endearing Young Charms
- 18338 { **La Marseillaise**  
Star Spangled Banner
- 35291 { **Declaration of Independence**—(Parts I and II)
- 18455 { **K-K-K-Katy**  
Last Long Mile
- 17160 { **Country Dance** (Virginia Reel, 8th Grade,  
Colonial Costumes)
- 18222 { **Pack Up Your Troubles**  
Home Again
- 17890 { **Swing Low, Sweet Chariot**—  
Steal Away (Spirituals)
- 17582 { **Battle Cry of Freedom**  
(Revised Version)  
Song of a Thousand Years
- 64306 { **Perfect Day** (Williams)
- 17668 { **Pageants of all the Allies**
- 16136 { (Girls in various
- 35513 { National Costumes)

Or any one of a dozen other lists made up to suit your particular needs.

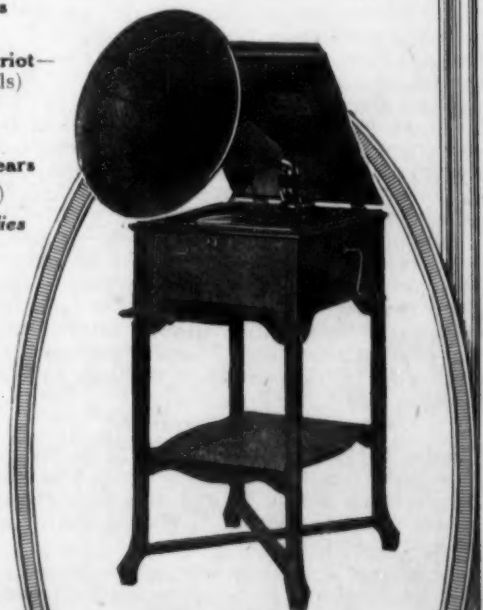
For further information, write to the

Educational Department  
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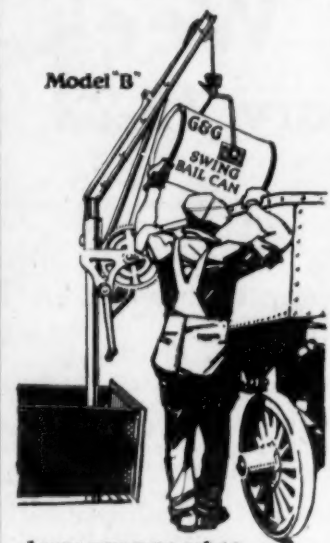
and many more G&G Telescopic Hoists have been specified by prominent architects for removing ashes from

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cleanliness of properly designed machinery as a substitute for human labor.

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(Concluded from Page 54)

The election of a superintendent at a meeting of the board of education called for that purpose is not invalid, merely because the board had previously adopted a rule fixing a regular and later meeting as the time for selecting a superintendent.—State v. Sinclair, 175, P. 41, Kans.

Under the Kansas general statutes of 1909, § 7607, as amended by the laws of 1911, c. 269, § 4, fixing the term of a superintendent of schools, a by-law adopted by the board of education in 1913, to the effect that the term of office "shall continue during the pleasure of the board," is void.—State v. Sinclair, 175, P. 41, Kans.

While a superintendent is a public officer, within the meaning of statute of quo warranto (Kansas general statutes of 1915, § 7596; Code of Civil Proceedings, § 680), he is also an employee of the board of education, which has power under section 9072, to remove him for incompetence, negligence, or immorality after hearing.—State v. Sinclair, 175, P. 41, Kans.

An attempt by the board of education to remove a duly elected superintendent of schools without notice and hearing, on the ground that he is not in harmony with the board, is void; the charge stating no statutory ground for removal, and no hearing being held (Kansas general statutes of 1915, § 9072).—State v. Sinclair, 175, P. 41, Kans.

#### School District Taxation.

In order to vote at an election to determine whether bonds shall be issued to build a schoolhouse, one must reside in and own property in the school district.—Barker v. Wilson, 205 S. W. 543, Tex. Civ. App.

In the contest of a school election to determine whether bonds should be issued to build a schoolhouse, upon the ground that certain persons were unlawfully denied the right to vote, it devolved upon contestants to show, by clear and satisfactory testimony, that such persons possessed all the necessary qualifications of voters.—Barker v. Wilson, 205 S. W. 543, Tex. Civ. App.

In the contest of school election, the evidence was held insufficient to show that one denied the right to vote resided within the school district.—

Barker v. Wilson, 205 S. W. 543, Tex. Civ. App.

In a contest of a school election to determine whether bonds should be issued, it is essential, to give the district court jurisdiction, that the county attorney be served with a written notice

of contest and statement of the grounds on which the contestant relies, and service of petition of contest upon such attorney, with verbal notice, was insufficient.—Barker v. Wilson, 205 S. W. 543, Tex. Civ. App.

## TEACHERS' PENSION SYSTEMS

Their Shortcomings and Needs Discussed in a Report of the Carnegie Foundation

Few of the existing teachers' pensions systems are on a sound financial basis, according to the report on Pensions for Public-School Teachers, published in December, 1918, by the Carnegie Foundation for the Advancement of Teaching (Bulletin No. 12). The report is by Clyde Furst and I. L. Kandel, and is issued for the N. E. A. as part of the report of its committee on salaries, pensions, and tenure.

Of the 67 existing systems in the United States, only five are found to be based on sufficient preliminary investigation and sound actuarial experience to insure security for the future. These five are the systems of Massachusetts, Connecticut, and Erie, Pa., in one group, and Pennsylvania and New York City in another. The report says of most of the pension funds—

Whether these funds were inaugurated in a merely sentimental mood, or thru imitation, or in honest ignorance, or in the attempt to start some system, however faulty, with the hope of improving it later, the result has been the same—after the needs of older teachers have been satisfied, most of these funds have found themselves facing bankruptcy.

#### Actuarial Principles Must Control.

At last, however, the threat of insolvency, involving disappointment to many at a time when help is most needed, together with the reports of commissions that have investigated the conditions of such funds as those of New York City and the State of Illinois, has directed the attention of teachers to a consideration of some of the more fundamental principles involved. It is gradually but surely being realized by those who are interested in pensions that there is no mystery underlying these principles, and above all

that financial obligations can not be carried out for any length of time unless funds are in existence to meet them, and that so far as teachers and their employers are concerned the chief question to be studied is how to provide these funds in the most inexpensive and economical method consistent with justice to the teachers, fairness to the public, and the promotion of efficiency in education.

The report discusses the history of pensions; the need for pension systems; noncontributory pensions; contributory pensions; voluntary or compulsory systems; pension financing; accrued liabilities; the cost of pensions, and the age of retirement. One section describes the existing teachers' pensions systems in Europe and the United States, points out the lack of a scientific basis for most of the plans, and outlines in detail the suggested system for Vermont as one that can be easily adjusted to the conditions in other States.

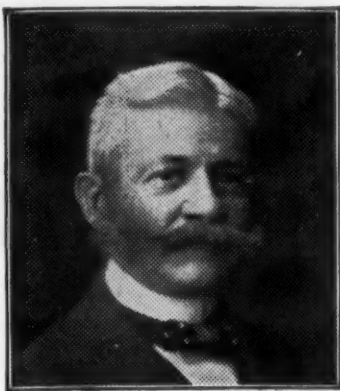
#### The Basis of a System of Pensions.

The fundamental principles of pensions as agreed upon by a commission representing the Association of American Universities, the National Association of State Universities, the Association of American Colleges, the American Association of University Professors, and the Carnegie Foundation are set forth in the report as follows:

I. (1) The function of a pension system is to secure to the individual who participates in it protection against the risk of dependence due to old age or to disability.

(2) The obligation to secure this protection for himself and for his family rests first upon the individual. This is one of the primary obliga-





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tions of the existing social order. Society has done its best for the individual when it provides the machinery by which he may obtain this protection at a cost within his reasonable ability to pay.

(3) Men either on salary or on wages are, in the economic sense, employees. The employer, whether a government, a corporation, or an individual, has a direct financial interest in the establishment of some pension system which shall enable old or disabled employees to retire under satisfactory conditions. In addition, society demands today that the employer assume some part in the moral and social betterment of his employees. The obligation of the employer to co-operate in sustaining a pension system is primarily a financial one and in the second place a moral one.

(4) A pension system designed for any group of industrial or vocational workers should rest upon the co-operation of employee and employer.

(5) Teachers' pensions should be stipendiary in character, amounting to a fair proportion of the active pay.

II. (1) In actuarial terms a pension is a deferred annuity upon the life of one or more individuals, payable upon the fulfillment of certain conditions.

#### A Reserve Essential.

(2) In order that an individual participating in a pension system may be assured of his annuity when due, one condition is indispensable; there must be set aside, year by year, the reserve necessary, with its accumulated interest, to provide the annuity at the age agreed upon. On no other conditions can the participator obtain a satisfactory contract. The man of 30 who participates in a pension plan under which he expects an annuity 35 or 40 years in the future will take some risk of disappointment in accepting any arrangement less secure than a contractual one.

(3) A pension system conducted upon the actuarial basis of setting aside, year by year, the necessary reserve is the only pension system whose cost can be accurately estimated in advance.

(4) A method by which a pension is paid for in advance in annual or monthly installments is the

most practical plan which can be devised for purchasing a deferred annuity, provided that the contributions begin early in the employee's career, and provided also that the contributions paid in year by year receive the benefit of the current interest for safe investments.

(5) As a matter of practical administration, a pension system should apply to a group whose members live under comparable financial and economic conditions. To attain its full purpose, participation in the pension system to the extent of an agreed minimum should form a condition of entering the service or employment, the members of which are co-operating in the pension system.



#### AMONG BOARDS OF EDUCATION.

The board of aldermen of New Haven, Conn., has decided to ask the state legislature to make such changes in the city charter as will place the board of education under the supervision and control of the aldermen in the expenditure of city funds. It is further planned to call for an amendment of the charter to abolish the Westville school district and to eliminate the separate school tax in that district, so that the schools of Westville, within the tenth ward shall come under city control. The changes will mean that the school board will be deprived of the extensive powers and privileges it now enjoys and will be required to submit estimates of the annual amounts to the city clerk, as well as all orders on the department of education.

Boston, Mass. The school board has rescinded a rule providing that the marriage of a teacher shall automatically effect her resignation. It was the opinion of the members that Nora Ahearn, a

former teacher and the wife of a soldier, should be retained tho married.

Chicago, Ill. In an effort to eliminate political influence, a nonpartisan committee of nine prominent Chicagoans has been appointed to receive the credentials of candidates for the superintendency and to make a suitable selection. The suggestion was made by President J. M. Loeb and carried over the protests of three of the members.

Mrs. J. George Short, an enthusiastic booster for the schools of Oakland, Cal., was recently elected to the board to succeed J. A. Hill. Mrs. Short has given special attention to the demonstration cottages of the schools and to the classes for the Americanization of foreign mothers and children.

At a spirited election the citizens of Atlanta, Ga., in December, elected a new school board of seven members. The new men who will serve next year are: Mayor-elect James L. Key, A. J. Orme, Paul F. Fleming, Henry B. Troutman, W. H. Terrell and S. B. Turman. The first important work to come before the board will be the election of a superintendent to fill the existing vacancy.

Fort Wayne, Ind. The school board has asked the city authorities to pass an ordinance providing that automobiles shall proceed in the vicinity of school buildings at a speed of not more than ten miles an hour.

Davenport, Ill. The school board plans a reorganization of the school terms to cover the work of the remainder of the school year. It is planned to divide the period from September to June into two semesters of seventeen weeks each and to omit the spring vacation. Several weeks in February would be utilized in making up lost work of the fall term.

The local court of Coudersport, Pa., in the vaccination case of Dorothy Shear, against the Coudersport board of education, has rendered an opinion in which it holds that the board has no record of the vaccination of the child and the certificate which was received and lost, was not such as could admit her to school. The court, in giving its ruling, gave the following explanation:

"The board of health of the state of Pennsylvania has by law authority to prescribe the form





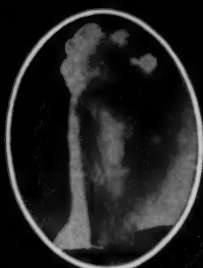
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of a certificate of vaccination which must be tendered to teachers of the schools by pupils before they can be received in classes; teachers of the schools are not permitted to receive pupils without first having received from them a certificate of vaccination as prescribed by the state board of health, or proof of the existence and loss of such certificate; the certificate of vaccination presented by the petitioner to the teacher is not such a certificate as is required by the law of the state."

The opinion concludes with the statement that the certificate required by the board of health was lawfully required by them and that its use is obligatory.

Mayor Quinn of Cambridge, Mass., has intimated that he will not accept the chairmanship of the finance sub-committee of the school committee for the next year. In making this decision, the Mayor holds that it is not proper for the city's chief executive to hold a membership on the board or to act as the head of the finance committee.

Mrs. John Hill Eakin, for the past two years a member of the school board at Nashville, Tenn., has resigned following the removal of Mr. P. T. Throop and Mr. Albert Hill and the appointment of their successors by the board of city commissioners. Mrs. Eakin was the first woman to hold a membership on the Nashville board.

The voters of San Diego, Cal., on December 3d, exercised the right of recall under the state law, by removing from office Mrs. Laura Johns, Mrs. Mary Lancaster and John Urquhart as members of the school board, replacing them with Mrs. Lena Crouse, Mrs. Anna M. W. Connell and S. M. Bingham. The election was followed by an official count by the city council and a period of ten days was allowed for the candidates to become qualified. The election put an end to a school fight which extended over a considerable period of time.

Bemidji, Minn. The all-year round school plan is being agitated for the city school system by advocates of the plan. At a recent meeting of the parent-teachers' association the question was discussed in all its phases by educators who had tried the plan or who had first-hand knowledge of its workings. It was pointed out that under

the all-year plan pupils would be graduated from the high school at 15 years, with a saving of one year. This would be especially valuable to students who might be compelled to enter an occupation at an early age.

The school board of Louisville, Ky., has abandoned its "watchful waiting" policy in the matter of school finances and has taken steps to secure adequate funds. One important matter that may be involved is that dealing with the state superintendent's ruling to the effect that the state is not required to pay to the board a per capita tax on children in orphanages who do not actually attend the schools. While placing on the school system the obligation of accepting the children on demand, it would deny the board the funds to meet an emergency. The ruling affects 1,487 children and covers a total of \$7,807.

Again, the state during the past three or four years has persistently failed to pay money when due so that at present it owes the school board approximately \$195,000 on three installments for October, November and December. To meet expenses the board will be compelled to borrow money at six per cent, for three months.

A third matter for adjustment is the proposed increase in the school tax levy to meet increased salaries of teachers.

The State Education Department of Illinois recently compiled information relating to the effect of war upon the schools both during the days of the Civil War and also during the period covered by the world war. Complete data for the entire state has not been collected but thirteen typical counties have been studied in different sections as a means of obtaining definite facts. The statement shows the number of persons under 21 years of age, the number of children enrolled, the number of teachers and the number of districts.

The data show that in one section composed of ten counties there was an increase of 83,976 in the number of persons under 21 years of age and a decrease of 12,903 in enrollment during the two-year period 1916-18. There was a decrease of 653 men teachers and an increase of 1,397 women teachers in the section. In the same section there was an estimated decrease of 7,993,230 days in total attendance for the two-year period.

A second section of ten counties shows an esti-

mated increase of 6,803 in enrollment, 749,618 days' attendance, an increase of 71 men teachers and 490 women teachers in the two-year period.

Commenting briefly on the effect of the Civil War on the schools, it is shown that during the four-year period 1861-65, there were erected 382, 321, 349, 528 and 510 buildings respectively. The number of pupils enrolled for these years were 470,044, 516,037, 546,925, 573,976 and 580,304 respectively. During the first year 8,010 men teachers and 6,710 women teachers were employed; the second year there were 7,713 men and 7,381 women; the third year, 6,776 men and 9,267 women; the fourth year, 6,533 men and 9,539 women, and the fifth year, 6,172 men and 10,843 women.

The Pennsylvania State Board of Education is acting as an intermediary between returning soldiers who are teachers and school boards who are looking for teachers to fill vacancies. The board assists the soldiers in getting in touch with school boards and also furnishes lists of competent teachers to boards who ask for them.

The voters of Canton, S. D., at a city election, voted to purchase the buildings of the Augusta College to be used for school purposes. The property consists of eight acres of land, a main college building, a dormitory and a central heating plant. The purchase price was \$18,000.

Webster, Mass. Supt. W. F. Sims has added one-half hour to the daily school program to make up time lost thru the epidemic. In addition, one week is to be added to the end of the term.

The town appropriation committee of Westfield, Mass., has granted increases approximating \$100 a year to the janitors of the eight large school buildings.

The Rehabilitation Division of the Federal Board of Vocational Education has announced the opening of offices in fourteen of the chief cities of the country for the handling of the cases of disabled soldiers and sailors. The cities selected are Washington, Philadelphia, New York, Boston, Atlanta, New Orleans, Cincinnati, St. Louis, Dallas, Denver, Chicago, Minneapolis, San Francisco and Seattle.

The United Improvement Association has presented to the officials of the Boston Elevated Rail-



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way Company a demand for half fares for children traveling on the company's road to and from school. The society points out that policemen ride free and that children in every town and city of the state, except Boston, have long enjoyed the half fare. The society intimates that in case of the refusal of the company to grant the request, it will take up the formulation of a bill to be presented to the legislature.

Book publishers and state superintendents of education who met recently in conference at the Auditorium Hotel, Chicago, discussed the question of urging upon the several states a revision of the schoolbook laws in order that prices of school books might be changed to accord with the increased cost of production. It was pointed out at the conference that publishers are unable to fill contracts at the old prices. At the conference were representatives of twenty publishing houses.

Secretary James W. Crabtree of the National Education Association has announced that arrangements have been completed for the coming meeting of the Superintendence Department of the association, which will be held February 24 to March 1, 1919, at Chicago. The Congress Hotel has been selected as the headquarters, the general meeting will be in the Auditorium theater, while the departmental meetings will be conducted in the assembly rooms of the loop hotels.

The deliberations of the Department will be along the line of meeting and adjusting education to post-war needs.

Principal I. G. Sargeant and his staff of 46 teachers of School No. 10, Paterson, N. J., were hosts and hostesses to the school board, superintendent, and city officials of Paterson on December 5th. The affair was in the form of a banquet and served as a demonstration of the advance made in educational work. The decorations, menu, place cards, songs and toasts were planned and carried out by the teaching and supervisory staff of the school. The food for the banquet was cooked in the domestic science department under the direction of a committee of teachers.

The school board of Woonsocket, R. I., has granted increases of fifteen per cent to janitors receiving \$20 or over, and a flat rate of \$20 to those receiving smaller salaries.



Sex is not an adequate reason for refusing to women equal pay for equal work, according to Mrs. Josephine Preston, state superintendent of schools for Washington. In an announcement she condemns the notion which school boards in her state hold and which causes them to pay a higher wage to men teachers.

In Mrs. Preston's announcement, she says: "There has long been a feeling in the state that a teacher's salary should not be determined by sex but by service. If the task is performed as well by a woman as a man the pay should be the same. The women of the Seattle high schools will present the following bill to the legislature: "It shall be unlawful for any board of school directors in fixing the compensation of any teacher in the public schools of this state to discriminate between male and female teachers on account of sex, provided that this act shall not affect any contract entered prior to the date of passage thereof."

A Conference on Rural Education was held January 10 to 11 at the State Manual Training Normal School, Pittsburg, Kans. The program of the conference covered two days and the speakers were men of state and national reputation on the subject of rural education. Pres. W. A. Brandenburg of the Pittsburg Normal School, Prof. D. M. Bowen of the Education Department of the Normal School, Prof. H. W. Fought of the U. S. Bureau of Education, Mrs. Marie Turner Harvey, Prof. W. D. Armentrout of the Normal School, and Prof. Edgar Mendenhall, also of the Normal School, were the speakers.

During the recent serious epidemic of influenza at Greenville, Miss., there was an urgent need for

assistance when the disease broke out among the three thousand students of the S. A. T. C. To meet the emergency, the city superintendent of schools and four instructors volunteered their services and were able to do effective work in the care of the sufferers. The domestic science department fulfilled its part in the preparation of food for the sick at the base hospital.

The President of the United States, by proclamation, recently eliminated more than 100,000 acres of timbered land from the Blackfeet and the Flathead National Forests of Montana. These lands carry 618 million feet of timber and were given to the state in exchange for non-timbered school sections. The exchange is of advantage to both the United States Government and to the state of Montana because the holdings of each become consolidated and easier to manage. The lands were selected for the purpose after extensive co-operative field examination by the state and the Forest Service, with the approval of the Secretary of Agriculture.

Preparatory to the opening of the second semester of the school year, the courses of the evening school at Canton, Ohio, were given considerable publicity in the local newspapers. The subjects of the courses, and the date of opening were contained in a display advertisement which called attention to the benefits of the courses and the need for enrolling.

Highland Park, Mich. Special sessions were held at the schools during the holidays for the benefit of high school boys and girls who desired to make up lost time or to improve the quality of their work.

The supervisory corps of the schools has undertaken a study of mentality tests with a view to their practical application in the schoolrooms. It is planned to open special classes for the benefit of pupils who are subnormal or supernormal in classwork. The instruction for the teachers consisted of lectures and clinics on intelligence tests conducted under the direction of Prof. C. E. Elliott of the Michigan Normal College.

The school system of Sandusky, O., is to be re-organized on the seven-five-plan, under the direction of Supt. W. S. Edmund.

A survey of the commercial department of the





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high school was recently conducted by Mr. C. J. Ruff, an instructor. The survey which was made on Mr. Ruff's own initiative, was of a professional character and covered such items as the technique of the recitation, the elimination of the pupils from classes, withdrawals of students who completed courses, extending over a period of five years.

A thoro investigation of the time devoted by teachers to their work, according to Dr. Wm. H. Allen, director of the Institute for Public Service, New York, in a recent bulletin, is necessary to provide arguments for combatting the conviction of the public that the work of supervisors and teachers consists of only 25 hours per week—a maximum of 1,000 hours a year.

The New York Women Principal's Association, in answering the complaint by opponents of higher salaries, has prepared blanks to be filled in by every teacher to show the number of minutes employed before school, during lunch hour, after school at school, and after school elsewhere, for each of the seven days of the week. The activities under which the various time elements are listed fall into four divisions as follows:

I. Work for my own school, its pupils, parents, teachers and neighborhood: 1. Examining papers. 2. Conducting clubs. 3. War work for school activities. 4. Settlement work. 5. Neighborhood interests. 6. Home visiting. 7. Charity. 8. Preparing work. 9. Interviewing officials.

II. Work for the whole system that does not include special advantages for my professional group: 1. Association meetings. 2. Committee work. 3. Preparing letters, reports and recommendations. 4. Interviewing officials. 5. Co-operation with outside organizations.

III. Work for my particular group that involves advantages for the entire system: 1. Association meetings. 2. Committee work. 3. Preparing letters, reports, recommendations. 4. Interviewing officials. 5. Co-operation with outside organizations.

IV. Educational and social work primarily for my personal interest and advantage: 1. Study. 2. Recreation. 3. Social organizations. 4. Political organizations. 5. War work organizations.

During the past year the public schools of

Rockford, Ill., have served the country in a variety of ways for the winning of the war. At the same time the leaders in educational work have endeavored to obey the counsel of the President that no boy or girl have less opportunity for education because of the war.

Under the direction of the teachers each school has been made an accredited Junior Red Cross Auxiliary with every child a member. One hour a day has been given to Red Cross Work including knitting, sewing and miscellaneous work for the camps and hospitals.

Other patriotic work included the purchase of thrift stamps by the children, the year's purchases amounting to more than \$100,000. Of the 350 teachers, 253 have contributed to the Winnebago County Patriotic Fund.

The year has been full of opportunities for the school children, in training for citizenship, in moral and civic training, and in community work for the Red Cross.

The schools of Rockford have been represented in the government service by seventeen men, eighteen women war workers and two teachers who lost their lives in the influenza epidemic. In all, the schools lost 92 instructors thru the war.

Among the things which Rockford believes are essential for the future are increased salaries for teachers, more evening school facilities, closer co-operation between the schools and the employers of labor, and an expansion of the school plant to keep pace with the growing school population.

A six-day school session to continue thru the remainder of the school year is the recommendation of Mr. T. H. Harris, state school superintendent of Louisiana. Mr. Harris urges the general adoption of the longer session as a means of making up lost time and of permitting the release of boys to work on farms in the spring.

Columbus, O. Lost time due to the epidemic is to be made up thru a lengthening of the school day in both the grade and high schools and the extension of the first semester to March first.

Galena, Ill. A six-day school week has been put into operation in order to make up lost time due to the epidemic.

The report of the survey conducted by Dr. J. H. Van Sickle and Dr. Henry Snyder for the school

system of Harrisburg, Pa., has been presented to the board with a number of recommendations for changes brought about by the development of the city, the annexation of new districts and the lack of funds.

The surveyors in presenting the report ask that the Technical High School be turned into a Junior or intermediate building and that a co-educational high school be erected, with a unit for technical training. It is also recommended that the Central High School be remodelled for use as an administration building.

#### PERSONAL NEWS.

Hugh S. Magill, Jr., formerly superintendent of schools at Springfield, Ill., has become educational director of the savings division of the war loan organization, U. S. Treasury Department. He will be located in Washington and will have charge of the promotion of savings stamp sales to and thru the schools.

Mr. P. E. McClenahan, well known as an educator in Iowa school circles, has been elected superintendent of schools at Burlington, Ia., for the balance of the school year. Mr. McClenahan was recently elected State Superintendent of Public Instruction for Iowa and will enter upon the duties of that office on July first.

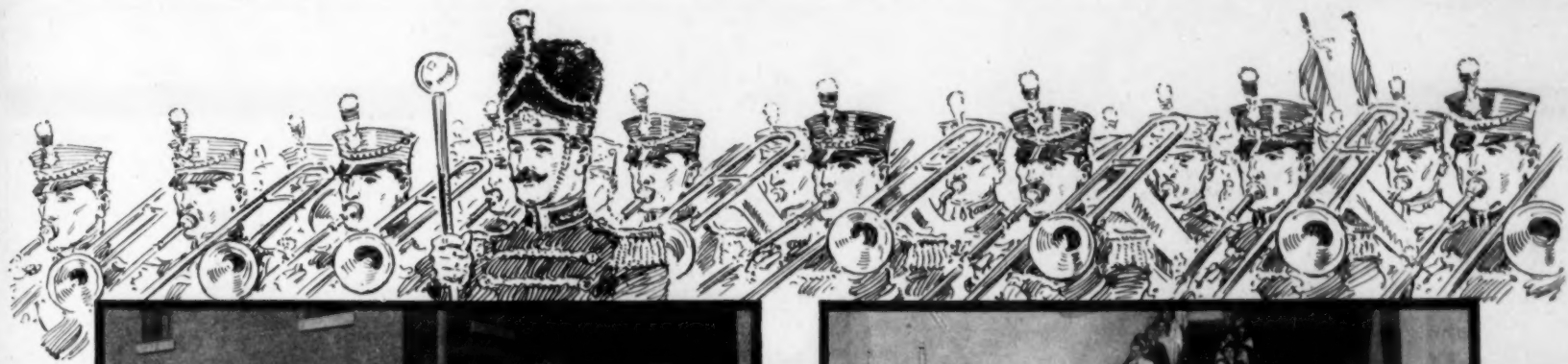
Dr. Mason S. Stone, formerly state superintendent of public instruction for Vermont, has been elected lieutenant-governor of his home state. Dr. Stone was twice state superintendent of schools, the last time from 1905 to 1916, when he retired to private life.

Prof. Ross L. Finney of the State Normal School, Valley City, N. D., has entered Teachers College, New York, where he has entered upon a three months' study of educational methods. Prof. Finney while at New York City delivered an address before the American Sociological Society.

Supt. W. L. Hanson of Burlington, Ia., has resigned to go overseas as an educational administrator with the American forces in France.

Supt. F. E. Downes of Harrisburg, Pa., has been elected president of the Pennsylvania Education Association to succeed S. E. Weber. The other officers elected were:





## March! March! March!

This is the time to use stirring march music in the schools—music that clears the brain, stirs the blood, and brings into action all the noble impulses of our boys and girls.

Physical Education and Military Training improve discipline; but we must have rousing, inspiring music to give the drills meaning and power. There is no better music for this purpose than the band music found on Columbia March Records. They

quicken the pulse, awaken and develop a sense of rhythm, and make the boys and girls alert, responsive, and patriotic. They learn to think of themselves as a part of a great social organization. They learn the true meaning of service and Americanism.

The whole school marching or exercising in time to a Columbia Band Record is one of the greatest inspirations for establishing true discipline and sound patriotism.

## Columbia School Grafonola



Columbia School Grafonola with Pushmobile

Special for Schools, \$80.

Doors fitted with lock and key.  
Seven shelves for records.  
Reproducer, winding crank, and turntable may be locked in pushmobile.  
Either Oak or Mahogany.

The following Columbia Band Records have been made specially for school use:

The "Assembly" March (Hager)	Prince's Band	A3042
Battleship Connecticut March (Fullon)	Prince's Band	10 in.—\$.85
Washington Post March (Sousa)	Prince's Band	A7515
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March Lorraine (Ganne)	Prince's Band	12 in.—\$1.25
Flashing Glory March (Martin)	Prince's Band	A7520
The Life Guard March (Martin)	Prince's Band	12 in.—\$1.25
Spirit of Victory March (Cogswell)	Prince's Band	A7535
Connecticut March (Nassann)	Prince's Band	12 in.—\$1.25

Try these Columbia March Records in your school. If you do not have them, ask any Columbia Dealer to play these records for you.

Fill out and mail the coupon for Columbia School Catalog and other educational literature.

Educational Department

Columbia Graphophone Company

WOOLWORTH BUILDING, NEW YORK



Clip this coupon and mail today

COLUMBIA GRAPHOPHONE CO.,  
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Please send the following literature.  
(Check subject desired)  
School Grafonola Catalog ☐  
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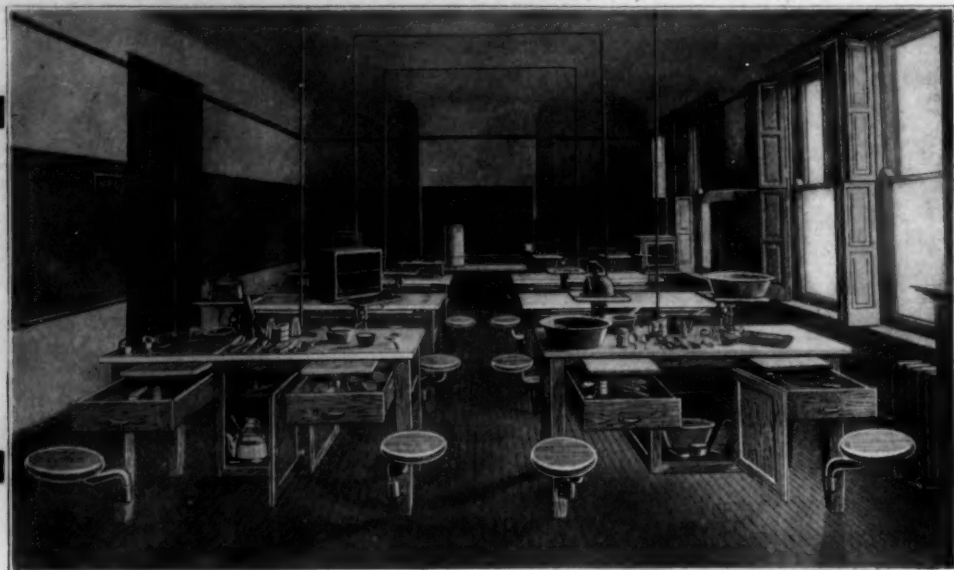
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Town.....

State.....

Grade..... (A. J. Feb.)





## Complete Domestic Science Equipment

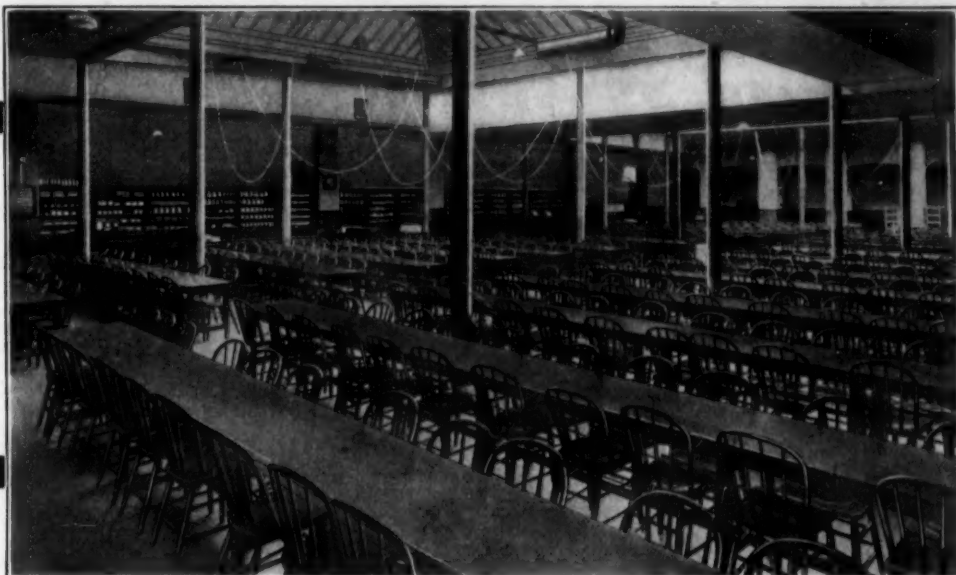
**T**HERE is probably no subject in the school curriculum where as great an amount of work must be accomplished in as comparatively short a time as in the Domestic Science class. Lectures on food values and dietetics must be given, whole menus must be outlined and dinners prepared. This is why the Domestic Science room *must* be correctly arranged. Improper floor plans would waste valuable minutes that should be spent in instruction.

We have investigated and analyzed the needs of Domestic Science classes. Our organization contains experts who know all there is to know about this subject. We are not satisfied to simply sell you a better table or a better stove—we want that equipment to be installed for the utmost efficiency. We will take the floor space you intend devoting to a Domestic Science class room and lay it out correctly. The equipment will be installed under our supervision. The time and trouble of assembling equipment bought from several different sources will be eliminated. The cost naturally will be less than if you divided your order among many firms. Our staff of experts is at your service. Let us save you time, money and trouble. Write today.

### ALBERT PICK & COMPANY

208-220 West Randolph Street, Chicago, Illinois





# Equipping The School Lunch Room

**T**IME was, when it was considered the proper thing for the school children living two or three miles away from the schoolhouse to bring their own lunch. At noontime they would feast on a cold sandwich, a piece of cake, a dill pickle and a bruised banana. This kind of a lunch was the best that could be furnished and had to be endured. But this old idea has yielded to the new and more efficient methods of the 20th century. Today, a child, tired from his morning studies, should be able to procure a warm, healthful, satisfying lunch in the school lunch room—to a large degree this would prevent the dull afternoon headache and “lazy” feeling.

Many schools have dreaded the task of installing lunch rooms because they knew nothing about them. It is natural to suppose that to you, with your knowledge of school management, such equipment as service counters, warming pans and jacket kettles are at best only faintly understood—this is where we step in to help you.

For years we have been investigating, designing and installing cafeterias, lunch rooms and restaurants the country over. We have everything simplified to the lowest possible terms and the result is speed and economy, so essential if the lunch room is to be a success.

Why not turn your lunch room over to experts? We will lay out the most efficient floor plan for the space you have at your command and we will install all of the equipment at a price far less than it would cost you to job around and assemble it for yourself. When everything is complete and in perfect running order we will turn back to you a scientific lunch room, designed right and installed for efficiency. Tell us your problems and let us advise you.

## ALBERT PICK & COMPANY

208-220 West Randolph Street, Chicago, Illinois



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Eliminates the old fashioned trial balance.

Provides for school unit costs.

Assists in budget making.

Finds and checks leaks in expenditures.

Automatically shows the condition of *all* funds at *all* times.

Enables you to copy totals for Federal and State Financial Reports.

### "Easy to Operate and Economical to Install"

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DEPARTMENT OF  
SCHOOL ACCOUNTING

**C. F. WILLIAMS & SON, INC.**

Fred A. Williams, Manager  
36 Beaver Street Albany, N. Y.

## An Announcement

**O**UR activities for the past year have been nearly 100 per cent devoted to war production of vital importance to the government, compelling us to discontinue regular manufacture in practically all of our lines.

The cessation of hostilities has now enabled us to begin the readjustment to a peace production basis. While this adjustment must be gradual, we are pressing it with all possible speed in order to satisfy the requirements of our normal trade at an early date.

We appreciate the patience and understanding with which our patrons have reacted to the situation and trust they may continue to exercise such consideration until our manufacturing facilities are once more on a pre-war footing.

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Leading American Makers of Microscopes, Projection Apparatus (Balopticons), Photographic Lenses, Ophthalmic Lenses and Instruments, Range Finders and Gun Sights for Army and Navy, Searchlight Reflectors, Binoculars and other High-Grade Optical Products.



## HUGHES DOMESTIC SCIENCE ELECTRIC EQUIPMENT

HUGHES Electric Hot Plates, Portable Ovens and Ranges are the last word in modern cooking equipment.

Just a turn of a switch and you immediately have a clean, easily controlled heat.

No lighting of matches, with its attendant danger, no flames, fumes or dirt.

HUGHES DOMESTIC SCIENCE EQUIPMENT—now installed in several hundred schools and colleges—is giving wonderful results and entire satisfaction.

Equip your schools with these modern cooking appliances and give your pupils the advantage of not only learning modern recipes, but modern methods of cooking them, as well.

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DIVISION

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SAFE  
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## Printing as an After-War School Subject

Printers' ink, in the form of advertising and promotion literature, will prove to be the tonic that will rejuvenate those industries that have lain dormant during the war.

Our schools must turn from the teaching of war activities to those subjects that have to do with the building up of trade and commerce. Of these subjects printing stands pre-eminent, and, on account of the tremendous influence and power it will exert, should be included in every school desiring to install vocational or humanistic features.

Printing stands unexcelled as a practical device for teaching the elements of English composition, spelling, capitalization, indentation, paragraphing, spacing, and utilizes all the principles of good design. It correlates with and motivates nearly all other school subjects. The qualities of patience, skill, neatness and perseverance are inculcated upon the child's mind in a high degree.

Printing should be taught in every type of school. This department would be pleased to furnish any information possible regarding the introduction of a course in Printing in your school. *Our full line of literature is yours for the asking.*

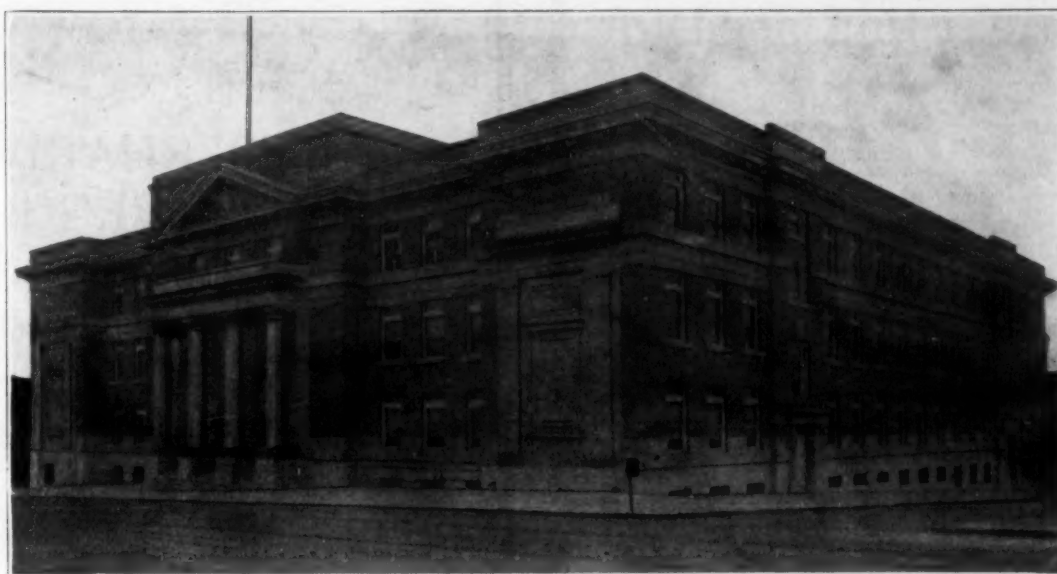
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# HEALTH IN THE SCHOOLROOM



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Liquid Velvet is a flat, oil base finish that dries without sheen or lustre. Reflects light evenly and with no glare. Liquid Velvet finished walls and ceilings retain their original good appearance for years. Liquid Velvet will not chip, peel or crack. Made in white and attractive colors. Write for Booklet and Color Chart.

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## BUILDING and FINANCE

The Rochester, N. Y., board of education has asked the city council to grant additional school funds to make possible an increase of twenty per cent in the salaries of all teachers. The budget for 1919 is \$2,830,033, an increase of \$841,480 over last year and the latter amount is largely to be accounted for by the salary increase which the board derives.

A resumption and expansion of the school community center plan of the Chicago schools is to be undertaken under the direction of President Jacob Loeb of the board of education. Mr. Loeb proposes an expenditure of \$100,000 for the centers and an increase in number from sixteen to forty. An advisory committee is to be appointed to work in conjunction with the special committee on community centers.

The Chicago school board has decided to give back to the citizens \$2,100,000 of the 1918 school tax money because it seems improbable that more than \$4,620,000 can well be spent for new buildings.

The condition was brought about a year ago when Mayor Thompson's board decided that they would need \$6,720,000 for new buildings and called upon the city council to tax the people for that amount.

The board has also taken action to obtain a loan of \$5,000,000 to meet a deficit of \$4,500,000 incurred by the old board and to cover the yearly expenditures.

Indianapolis, Ind. One of the largest and most important educational and civic centers in the country is planned as a result of the efforts of the board of school commissioners. The extensive

grounds of the Arsenal Technical Schools are to be utilized in a building program calculated to extend over a period of fifty years at a cost of several million dollars. A number of modern school buildings for the accommodation of pupils are planned in addition to a large coliseum, stadium and gymnasium for the use of the public.

The grounds of the Technical School cover 76 acres, situated in the heart of a residence section from which a large percentage of the school children attend. It is planned to use the old arsenal building as one of the chief structures, making it the keynote around which the other structures will be erected.

Among the buildings proposed in the plan are a building for academic and home economics, a school of commerce, vocational shops, power house and custodian's house, two junior high schools, schools for leaders and teachers, an assembly hall, library and administration building, a museum, gymnasium, stadium, and a model house for domestic science, art, botanical gardens and agricultural plots.

The plan which has been in process of evolution for two years, is being supported by Mr. M. H. Stuart, principal of the Technical Schools, who recognized the possibilities of the site.

The Governor of the state of Virginia has undertaken a field study of the state's institutions preparatory to the making of a budget provision for which is made in the budget law of 1918. Among the services which are to be investigated are the educational services, state appropriations for public schools, state department of education, four normal schools, Virginia Military Institute, William and Mary College, Virginia Polytechnic Institute and the State University. In addition there are federal appropriations for Virginia relating to the agricultural and mechanical colleges.

It is planned that the survey shall be conducted on a build-as-you-go basis with the information collected and compiled by the institutions themselves. Studies have been made of the state institutions by the University and institute specialists to determine how far state farms are productively managed and in what condition build-

ings and equipment of state properties are at the present time.

The Virginia budget law appears to have advantages which are valuable. The law provides a simple, direct and businesslike method of handling the public affairs of the state in a conservative and constructive manner.

The Committee on Standardization of School Building and Equipment of the N. E. A., has just issued Bulletin No. 14, containing standard charts for the scientific measurement of schoolroom space, fire protection facilities and safety measures for the occupants of school buildings. The charts are available to school authorities and architects who address Mr. Frank Irving Cooper, Chairman of the Committee, Boston, Mass.

## NEW RULES and REGULATIONS

Oakland, Cal. The board has adopted the following rule concerning administration of kindergartens:

a. Enrollment in a morning or afternoon session of a kindergarten class must not exceed 35 pupils, and the total enrollment in the morning and afternoon session combined in any kindergarten class must not exceed 50, provided: that at the beginning of the term, the total maximum enrollment may be 60 should there be sufficient applications for admission on the opening day of the school semester. Thereafter no admissions may be permitted until the enrollment is less than 50. Principals may rule that all new enrollments shall be made in the beginners' class.

b. Pupils may be admitted to the kindergarten at any time provided they are four years six months old, or during the opening month of a school semester, provided they will be four years



In every building containing china water-closet bowls, there is an existing need for

## Sani-Flush

Stains of lime and iron in the closet bowl are quickly dissolved by **Sani-Flush**, and the odor-producing sediment in the trap is also removed. This is done by means of the peculiar reaction of **Sani-Flush** — without scouring or scrubbing.

**Sani-Flush** will not injure any china bowl or its connections. In fact, it will prevent the harm done by abrasives.

The ease of using **Sani-Flush** insures clean and sanitary water-closets where they might be allowed to become foul and offensive if janitors were compelled to do the work in the old, laborious way.

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Write us for descriptive literature or order **Sani-Flush** from a jobber.

**THE HYGIENIC PRODUCTS CO.**

220 WALNUT STREET

CANTON, OHIO



six months old before the end of the third month of the school semester.

c. This does not apply to the special type kindergarten in the neighborhood schools.

The board has adopted the following rules governing the use and care of keys belonging to the school buildings. The rules read:

1. Keys to school buildings or schoolrooms must in no case be put in charge of any person not in the employ of the schools, except upon the specific order of the superintendent or the secretary of the board.

2. Principals may require a deposit of fifty cents for each room key placed in the hands of a principal, teacher or other employe of the school, the deposit to be refunded upon the return of the key or forfeited if the key is not returned.

3. No building or room master-key may be delivered to any person except upon the approval of the superintendent and the business manager. In each case the deposit fee for a master-key will be \$1.00, returnable upon the return of the key.

4. If a school building is not equipped with locks operated by a master-key or any group of doors which come under the jurisdiction of any employe is without a master-key, a list of all keys placed in the hands of any employe in the school (when more than one key is used) must be filed in the principal's office and a deposit for the keys not exceeding \$1.00 will be required.

5. Deposits are not required from principals, teachers and other employes for the use of keys which are deposited daily on key boards or equivalent filing device under definite supervision and not taken from the school building. Each school must provide a keyboard or like filing device for teachers' keys, and a forfeit of fifty cents will be ordered for each key lost.

6. It is the duty of the principal of each school to see that the rules are enforced.

Oakland, Cal. To overcome confusion and misunderstanding in the matter of paying carfare to pupils, the board has adopted a set of rules which principals and pupils are expected to observe. The rules read:

"Applications for payment of carfare must be either referred to, or come thru, the principal of

the school in which the student is in attendance; the recommendation must be forwarded to the assistant superintendent for his concurrence and must be presented to the board for authorization.

"Principals must report for approval to the board, lists of elementary pupils for whom they recommend carfare to be paid, using blanks provided for the purpose. Only cases qualifying under one or more of the following conditions may be considered:

(a) Distance from the nearest school of grade required of two miles or more by the shortest passable walk in all weather.

(b) Lesser distances at such times only as they are impassable on foot for long periods, and in case where party lives less than one mile.

(c) Exception to the above is made in a case where a child thru physical condition is permanently, or for a period of one month, incapable of walking the distance required. This is allowed only on the written recommendation of the medical director of the schools."

### PERSONAL NEWS OF SUPERINTENDENTS.

Mr. J. L. Ensminger, superintendent of schools at Golden, Ill., died at his home in December of pneumonia following influenza. Mr. Ensminger was 27 years old.

J. E. Roberts, superintendent of schools at Fond du Lac, Wis., has resigned.

The office of assistant superintendent has been created at Pomona, Cal., with the appointment of William Ashworth.

Supt. Hector L. Belisle of Fall River, Mass., has been given an increase of \$100 in salary for the next year.

Mrs. Fannie Fern Andrews of Boston, Mass., has gone to France where she will be a representative at the Peace Conference in Paris. Mrs. Andrews is a well known figure in the activities of the Peace League and has made several trips to Europe in the interests of peace.

Mr. Harry Howell, of Asheville, N. C., has been elected superintendent of schools at Raleigh, to succeed F. M. Harper, resigned.

Dr. J. Y. Joyner, state superintendent of schools for North Carolina, has resigned. Dr. Joyner is

## Pencil Resolutions FOR THE NEW YEAR

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### EBERHARD FABER PENCILS

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succeeded by Dr. Eugene C. Brooks of Trinity College.

Mr. J. W. Ireland has been elected superintendent of schools at Frankfort, Ky.

Mr. Harley McMacken, superintendent of schools at Marysville, Wash., died at his home early in December.

Mr. Charles A. Greathouse has resigned as a member of the Federal Board of Vocational Education, to take up a position with the Bookwalter-Ball Printing Company at Indianapolis. Mr. Greathouse became a member of the Federal Board in July, 1917. Previous to that he served as state superintendent of Indiana for the period from 1910 to 1917.

### LAWS.

The state legislature of Louisiana, at its November session, took under consideration the five amendments presented to it by the educators for immediate enactment. These are as follows:

1. An amendment providing for a reduction of the parish rates by one-half, and fixing the maximum state tax rate at three mills.

2. An amendment providing for a state tax of one and one-half mills for school purposes.

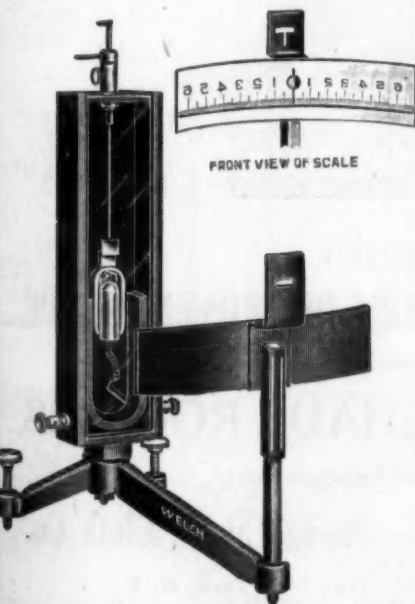
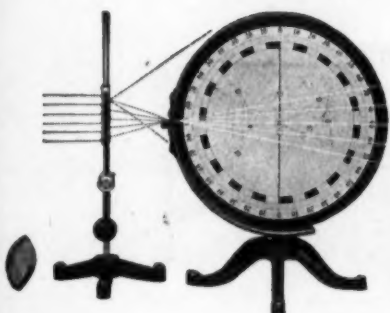
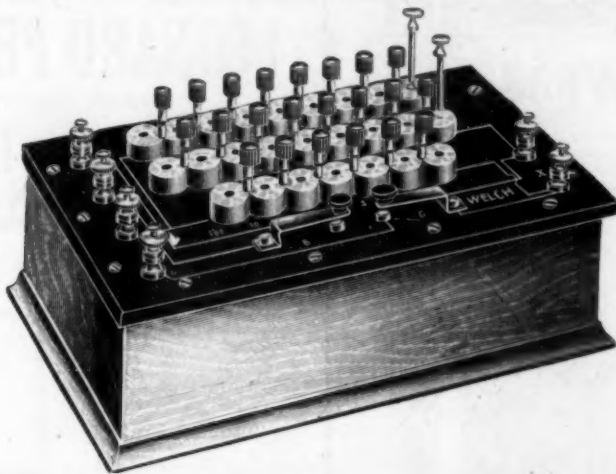
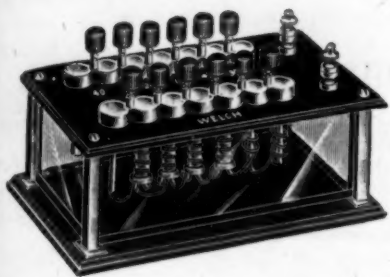
3. An amendment providing for a tax in Orleans Parish of two and three-fourths mills and in each of the other parishes, one and one-half mills. It prevents the overlapping of school districts for taxation purposes and fixes five mills as the maximum school tax for maintenance purposes.

4. An amendment providing for one-third of a mill of the state taxes for the support of the university, the normal school, the state industrial institute and the southwestern industrial institute. This is to be taken out of the state tax of two and one-half mills.

5. An amendment removing the \$10,000 annual limit for the support of the state negro agricultural school, Southern University and giving the legislature authority to make appropriations for the support of that institution as may seem proper.

The adoption of these amendments will place Louisiana in the forefront of progressive educational states and will insure a largely increased permanent school fund.

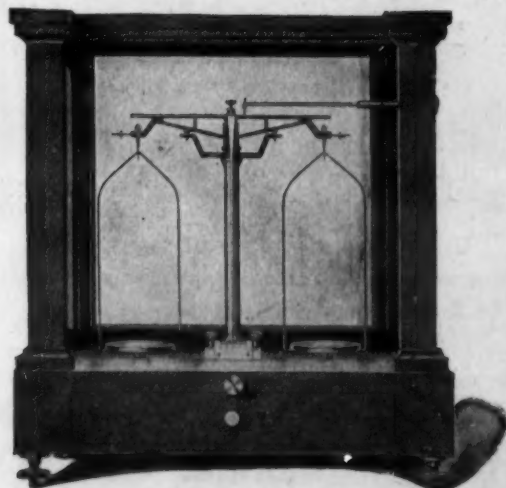
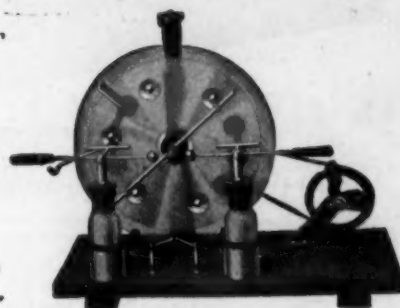
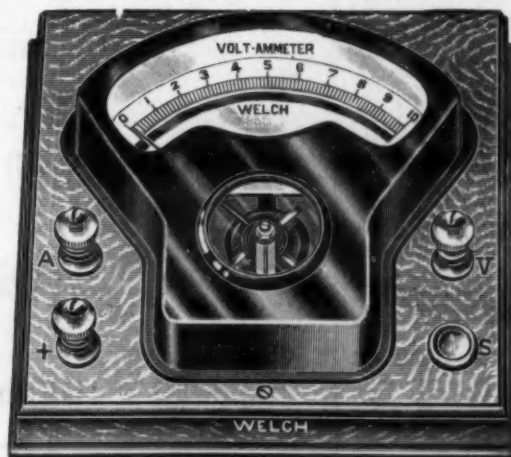




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Every little while, however, we receive a letter similar to the following from an eastern educator, that represents to us a dividend well worth while.

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The new Kewaunee Book, the standard authority on Laboratory Furniture should be in your reference library.

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**E L T**  
EVER-LASTING-TRANSLUCENT

### WINDOW SHADES

(superior plied yarn fabric)

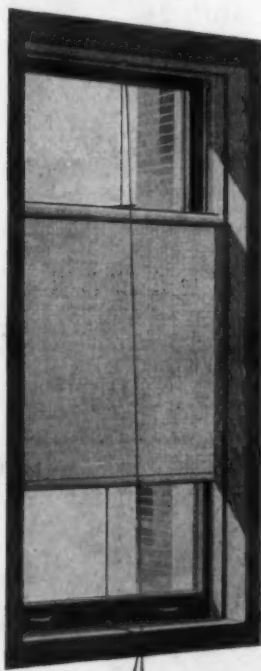
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SELF BALANCING  
ADJUSTABLE FIXTURES

GOOD LIGHT  
NO GLARE

If your school supply house does not handle our E L T Shades, write for our folder.

Upon receipt of a set of plans, or a list of window sizes, quotations will be furnished at once.



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SHADE MATERIAL  
Mounted on  
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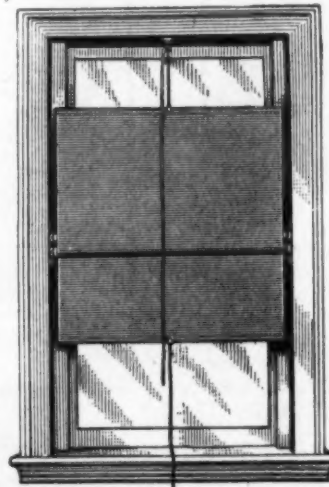
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Should give maximum light  
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SHADES AT  
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OF WINDOW  
PERMIT  
PROPER  
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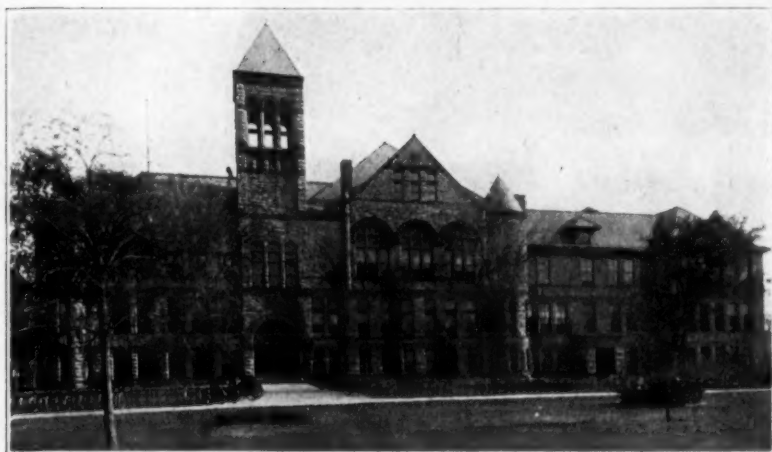
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**FOUR ROOM ADDITION TO PLAINVILLE  
GRADED SCHOOL.**

Lewis S. Mills, Member Plainville School  
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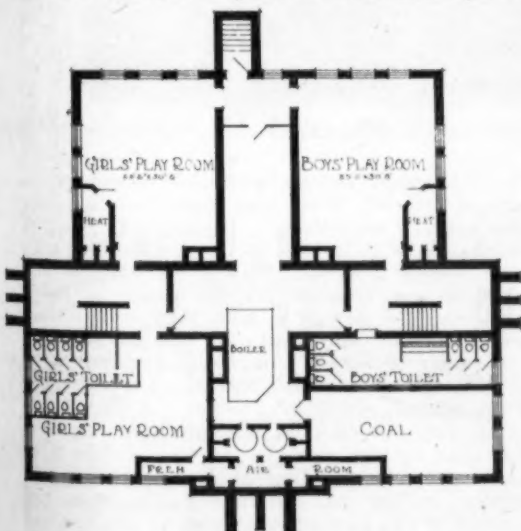
About six years ago the town of Plainville erected a four room brick school building at a total cost, including equipment, of \$19,000 or 14.6c per cu. ft. This included a wide hall running across the rear and wide stairways, the intention being to use both hall and stairs in connection with an addition on the rear when needed.

At that time steam heat was installed with two boilers under the main building and one small one under the long and central halls. In looking back at this, it now seems a mistake, as one large boiler should have been installed with provision for extension sufficient to heat the addition when built.

For the past two years the overflow of pupils has been housed in a portable schoolhouse placed



PLAINVILLE SCHOOL, PLAINVILLE, CONN.  
Messrs. Unkleback and Perry, Architects, New Britain, Conn.



Basement Plan, Plainville School, Plainville, Conn.

in the rear and heated by steam coils from the basement of the brick building. This has been very satisfactory. When the new addition was erected the portable building was moved back and connected for future use.

The addition of four new rooms—a hall on each floor, also, a teachers' room including toilet and lavatory, two large, well lighted play rooms in the basement, three rooms fitted with desks, all rooms fitted with blackboards of slate, all plumbing, light fixtures, shades, new boiler, and

all pipe connections, air shafts—has been made ready for use at a total cost of \$18,000, or 21.2c per cubic foot.

This includes a brick wall in the basement to turn a part of one of the former north side play rooms into a coal bin capable of holding two car loads of coal, some additions to toilets, the removal of the former small heater, and the installing of a heater of sufficient size to heat the halls, the four new rooms, the portable building, and with provision for extension of heating



# WOLFF PLUMBING

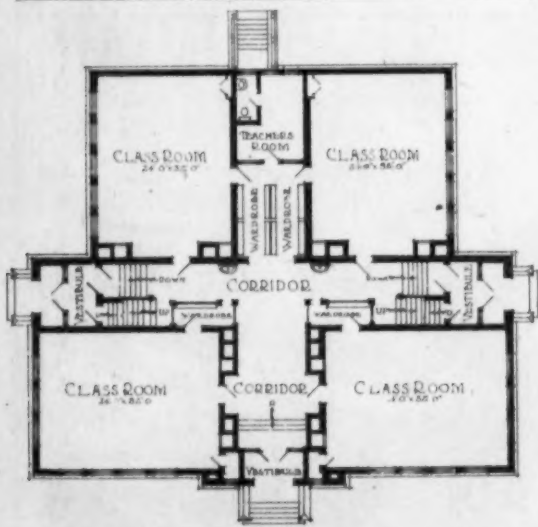
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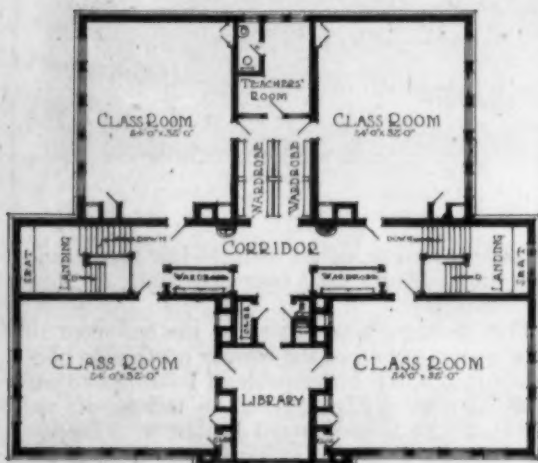
*Wolff Plumbing, John Marshall High School—Installed by Murphy Plumbing Company*

## L. WOLFF MANUFACTURING COMPANY

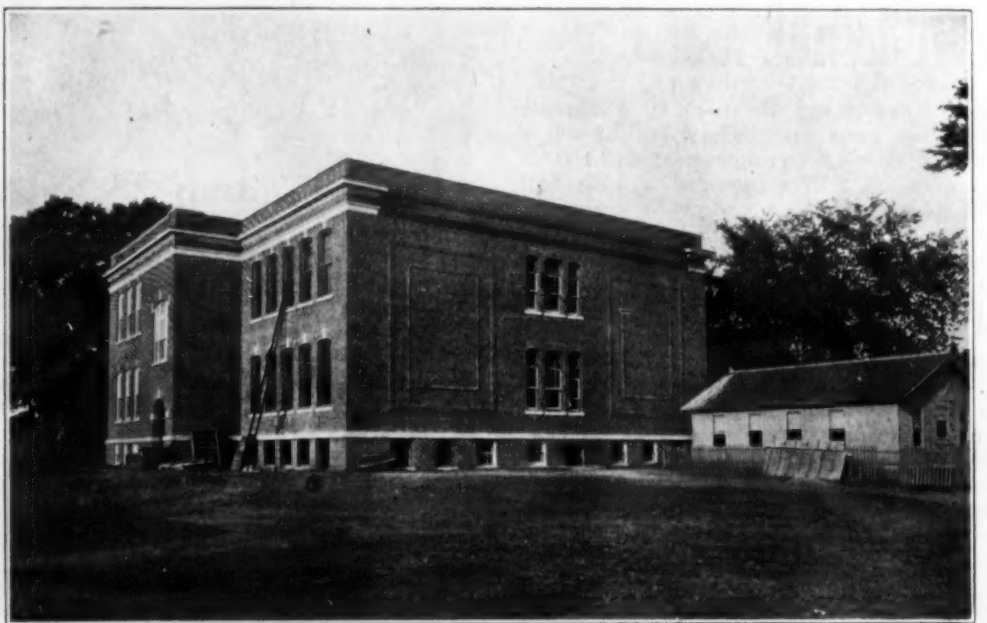
General Offices and Showrooms, 111 N. Dearborn St., Chicago



First Floor Plan, Plainville School, Plainville, Conn.



Second Floor Plan, Plainville School, Plainville, Conn.



REAR AND SIDE VIEW, PLAINVILLE SCHOOL, PLAINVILLE, CONN.

capacity sufficient to heat four more rooms on the rear if we need them in the future. New air shafts and intakes were built and connected with the new heater.

The construction is heavy thruout, of brick and mortar with 8-inch floor supports planked and maple floors laid over the plank.

The inside finish is on the brick walls. All walls both inside and outside are of brick. The play rooms have concrete floors.

The plans of the addition like those of the original structure were drawn by Messrs. Nuttall & Perry, Architects, New Britain, Conn.

Mr. Edward D. Devine, a member of the school board of Detroit, Mich., has suggested that the board make a special study of the Gary plan of organization with a view to its adoption for congested school districts. Mr. Devine points out that it is not possible for the board to build schools rapidly enough to keep pace with school growth and the Gary plan may make it possible to take care of larger numbers of children with benefit to the children and economy and efficiency for the schools.

Supt. John Dietrich of Helena, Mont., has ordered that the fall term be lengthened into February and that attention be given to essential subjects in order that lost time may be made up. A period of two and one-half months was lost because of the influenza epidemic.





# CLOW

## SCHOOL

# PLUMBING

# FIXTURES

The illustration shows the type of

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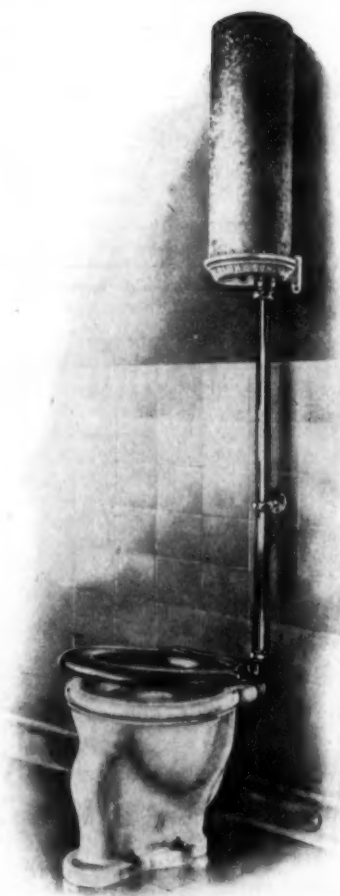
which proved so satisfactory that the secretary of the Waterloo, Iowa, Board of Education, Mr. W. H. Brown, wrote us:

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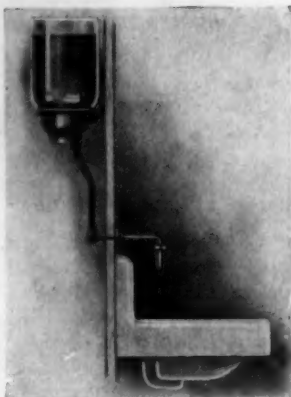


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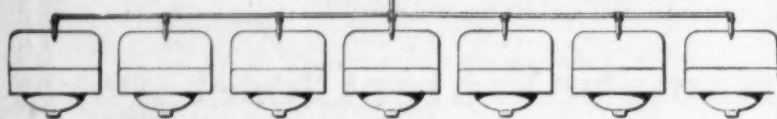
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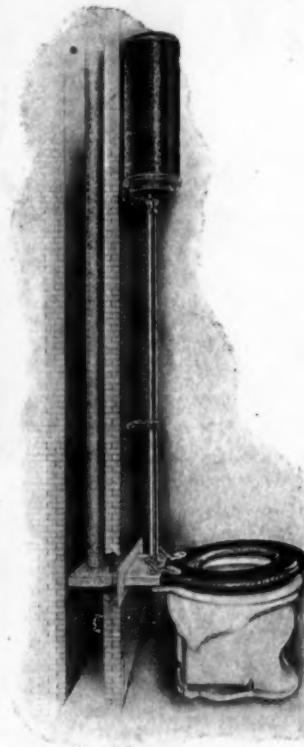
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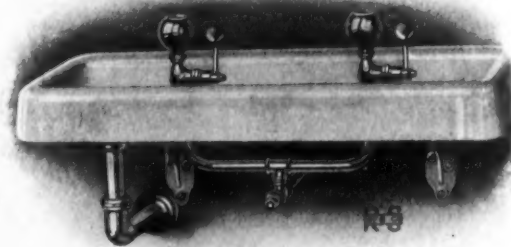
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#### CO-OPERATION OF THE SCHOOLS AND INDUSTRY.

Urging the economic and patriotic value of more education, and the advantages of all-year schools and other measures, a number of city superintendents of public schools have written to the Commissioner of Education concerning the subject of the conference held in New York City early in October. A statement of especial interest is that submitted by Supt. F. F. Beede of New Haven, Conn., urging economic and patriotic value of more education. The statement reads as follows:

New Haven is a city with an estimated population of 160,000 to 170,000. The number of pupils enrolled in the public schools is 28,000; there are probably from 4,000 to 5,000 additional who attend the parochial schools. The average annual increase in attendance of pupils in the public schools for the ten years prior to the beginning of the war was 750; for the four years since the war broke out the annual increase has been 625. The war, therefore, with the decline in immigration which has taken place, has resulted in a decrease of about 125 in the normal annual increase in the schools.

#### Decrease in Enrollment During the War.

There are approximately 4,000 in the New Haven High School; this is about fourteen per cent of the total number of pupils in the public schools and about twelve per cent of the total number of pupils, including both public and parochial schools. The average annual increase in high-school attendance for the past five or six years has been in round numbers 200. This year there was not only no increase, but the school has about 50 pupils fewer than it had last year. About 25 high-school pupils who would be in the senior class this year have left to enter agricultural and industrial schools. Apparently labor conditions have brought about a decrease in high-school enrollment this year of approximately 225 pupils.

It is interesting to note that this decrease has been in the first-year class of the school; in the three upper classes there has actually been a small increase. A decrease, however, of about 60

in the entering class has resulted in a total decrease in the school of 50 pupils. In the seventh and eighth grades of the schools there has been a considerable increase this year.

This is not by any means an acute condition compared with the situation in many other places, and also taking into account the great demand for labor that exists in the city. New Haven is a munitions center; it is the home of the Winchester Repeating Arms Co., and there is at the present time and has been for the past year a great demand for labor of all classes, both skilled and unskilled. That this demand, with the large wages offered, has had so small an effect upon our schools is surprising.

#### Half-Day Sessions.

We have had no definite plan for keeping up our high-school attendance. A certain condition, however, has favored the continuance of pupils in our local high school. Owing to limited school accommodations, we have two daily sessions in our high school; a morning session from 8 to 12:30 for the three upper classes, and an afternoon session from 1:15 to 5:15 for the first-year class. This gives practically a half day to each pupil when he does not attend school. A great many pupils work at some form of employment one-half day daily; afternoon pupils work in the morning; morning pupils work in the afternoon. Their rate of pay is good. We have found some pupils receiving as high as \$15 a week, or \$60 a month, for this half-time employment. This is a great help to pupils who want to go thru the high school, but whose parents find it a financial hardship to send them.

#### Part-Time Employment Encouraged.

During the past summer, realizing labor conditions and, furthermore, understanding that a great many pupils might drop out of school this year to go to work, I had it understood, as far as I could, that we wished all high-school pupils to return to school in the fall and that they would be given an opportunity to continue the practice that existed last year of attending a full session of school daily and of working a part of the day when not in school. I do not believe the plan has any harmful physical effects. Pupils ought to be

provided with opportunities to work at the present time. We have gone too far, I think, in forbidding pupils to go to work and in taking away from them the opportunity to earn money while they are going to school. My experience has shown that in forms of labor that are not unhygienic pupils thrive and grow stronger by working several hours daily in addition to doing their school work.

There are probably some unfavorable effects upon their scholarship. Pupils can not work all day and make as good preparation evenings for their school work as if a portion of the day were allowed for recreation and rest. Nevertheless, the effect upon scholarship in the New Haven High School has by no means been serious; I can not say that on the whole it has even been noticeable. It has had the favorable effect of requiring teachers to teach better in order that pupils who have less time for study may accomplish their school work.

The inclination of boys and girls to go to work at the present time is natural. We are in very abnormal times. Pupils are feeling the effects of these times and want to have some part in the world struggle. The restlessness which they show is a reaction against quiet study and a response to the demand for vigorous activities that the world is now making. It is our duty as patriotic schoolmen to see that the schools make their contribution toward meeting the labor necessities which exist at the present time. While our standards of school work ought to be maintained and while, as our commissioner has urged, there should be no deterioration in school work, nevertheless we must realize that this great war must be won for democracy and for freedom and that the schools must do their part.

J. W. Teasley, superintendent of schools at Stamford, Tex., died December 5th of influenza. Mr. Teasley had returned a few days previously from Dallas where he attended the State Teachers' Convention.

Mr. R. A. Chapman, formerly connected with the schools at Seattle, Wash., has been given charge of the War Garden Army work of the state.



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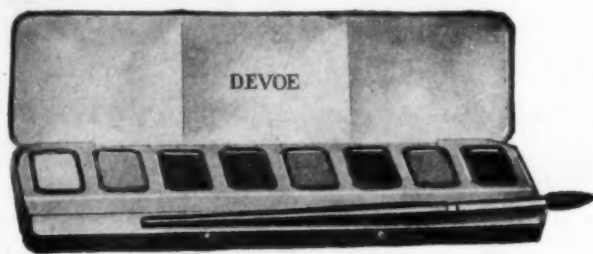
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(Concluded from Page 43)

*Classroom Teacher*—Miss Sallie Hill, League of Teachers' Association, Denver, Colo.

(e) *What Are We Going To Do About It?*—Supt. Wm. M. Davidson, Pittsburgh, Pa.

Wednesday Afternoon, February 26.

*Report of the National Education Association Committee on Emergency in Education*—Supt. John H. Beveridge, Omaha, Neb.; State Commissioner C. N. Kendall, Trenton, N. J.; Pres. Edmund J. James, University of Illinois, Urbana; Victor Olander, American Federation of Labor, Chicago; George D. Strayer, President National Education Association.

Wednesday Evening, February 26.

*Government Activities as They Affect the Schools.*

(a) *War Savings*—Mr. J. H. Caruthers, War Savings Committee, Educational Division, Washington, D. C.

(b) *Red Cross*—Mr. J. W. Studebaker, American Red Cross Headquarters, Washington, D. C.

(c) *Educational Service*—Dr. Lotus D. Coffman, University of Minnesota, Minneapolis.

(d) *Vocational Education Board*—Director C. A. Prosser, Federal Board for Vocational Education, Washington, D. C.

(e) *Food Conservation*—Miss Sarah Louise Arnold, College Section, Food Administration, Washington, D. C.

(f) *Boys' Working Reserve*—Mr. H. W. Wells, Boys' Working Reserve, Department of Labor, Washington, D. C.

(g) *The Schools as They Have Affected the Government Activities*—Mr. G. Stanton Ford, National School Service, Department of Interior, Washington, D. C.

Thursday Morning, February 27.

*What the War Should Do For Our Methods In* (a) *English*—Prin. Edwin L. Miller, Northeastern High School, Detroit, Mich.

(b) *History*—Prof. S. B. Harding, Committee on Public Information, Washington, D. C.

(c) *Geography*—Dr. Paul Good, University of Chicago, Chicago, Ill.

(d) *Civics and Economics*—Supt. William B. Guitteau, Toledo, O.

(e) *Physical Education*—Director E. H. Arnold, New Haven Normal School of Gymnastics, New Haven, Conn.

(f) *Education of the Immigrant*—Supt. Randall J. Condon, Cincinnati, O.

(g) *Vocational Education*—Prin. Wm. J. Bogan, Lane Technical High School, Chicago, Ill.

Thursday Evening, February 27.

*Efficient Democracy Thru Education from the Standpoint of the State*—Governor Frank O. Lowden, Springfield, Ill.

*Efficient Democracy Thru Education from the Standpoint of the Nation*—Senator Hoke Smith, Washington, D. C.

Friday Morning, February 28.

*Training Pupils for Citizenship.*

(a) *How to Teach Pupils That Democracy Involves Duties as Well as Rights*—Maj. A. A. Meras, Committee on Education and Special Training, Washington, D. C.

(b) *How to Teach Pupils Respect for Properly Constituted Authority*—Prin. Frank S. Fosdick, Masten Park High School, Buffalo, N. Y.

(c) *How to Teach Pupils to Respect the Rights of Others*—Miss Kathryn Blake, Principal School No. 6, New York City.

(d) *How to Teach Pupils Faithfulness in the Discharge of Responsibility*—Prin. Wm. B. Owen, Chicago Teachers College, Chicago.

Reports of standing committees.

Business meeting.

Prof. A. J. Gantvoort, University of Cincinnati, will conduct a musical program for twenty minutes at each session.

Program of Committee on Standardization of School Architecture.

Report of the Chairman of the Committee on Standardization of Schoolhouse Planning and Equipment, Frank Irving Cooper, Boston, Mass.

Report of Progress: Illumination Required on the Printed Page, Frank N. Freeman, University of Chicago.

*Planning the School Buildings of Chicago*, A.

F. Hussander, Architect, Chicago Board of Education.

*School Buildings as Viewed by the Editor*, William C. Bruce, American School Board Journal, Milwaukee, Wis.

*Co-operation Between Local Boards and the State in School Building*, H. C. Eicher, Assistant Secretary, Pennsylvania State Board of Education.

*The School Building from the Legislator's Standpoint*, Hon. E. E. Patton, State Senator, Fountain City, Tenn.

*School Buildings as They Are and as They Should Be*, W. R. McCornack, Architect, Cleveland Board of Education.

*The Superintendent's Influence on the School Building*, Dr. C. E. Chadsey, Superintendent of Schools, Detroit, Mich.

*School Architecture—Designs for the Future Versus Monuments to Past Educational Achievements*, Dr. Arthur L. Williston, Wentworth Institute, Boston, Mass.

*Is the Country Ready for the New School Building?* Dr. A. E. Winship, Editor Journal of Education, Boston, Mass.

*The Adaptation of the School Building to the Enlarged Curriculum*, Dr. C. H. Judd, School of Education, University of Chicago.

### SCHOOL HYGIENE NOTES.

A campaign for better health conditions in the schools has been undertaken by the Georgia state education department. The enforcement of health laws is particularly stressed and strong efforts are being made to improve the sanitation of schoolhouses in the state health inspections and physical examinations of pupils by county and school physicians are requests. Local school authorities are being asked to submit plans and specifications of new buildings to the state department for approval. The department has offered to send free plans of rural schools to any school board in the state.

Columbus, O. A dental clinic for school children and others of non-school age has been opened by the Central Philanthropic Council.



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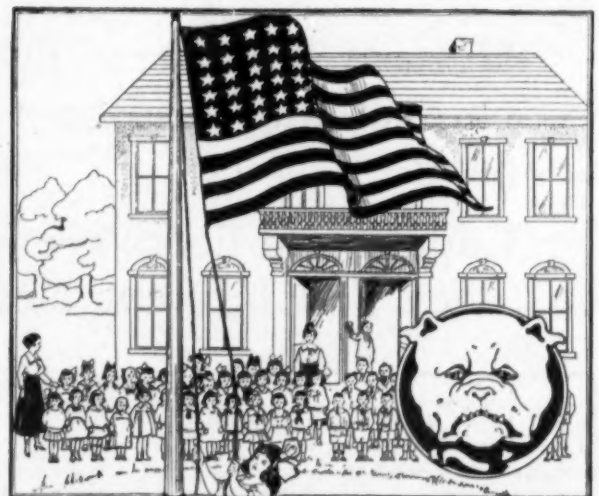
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### PERSONAL NEWS.

The Pittsburgh, Pa., board of education has re-elected Mr. C. L. Wooldridge as superintendent of buildings, and Mr. C. M. McKee as superintendent of supplies.

Mr. Andrew Hammond, superintendent of supplies of the board of education at Philadelphia, Pa., has been re-elected to his position.

Mr. H. N. Leighton has been elected president of the board at Minneapolis, and Mr. Lynn Thompson secretary.

Lieut. Wm. S. Jack has been elected secretary of the board at Pawtucket, R. I., to succeed Thomas Parker, resigned. Mr. L. W. Millman has again been chosen as president.

Mr. Albert H. Inman has been re-elected for the fourth time as president of the board of Worcester, Mass.

Mr. John F. Barnhart has been re-elected clerk of the board at Akron, O., and Mr. J. Asa Palmer president.

Mr. J. J. Doherty, a local bank cashier, has been elected secretary of the board at Ogallala, Neb.

Mr. George H. Schmidt has been re-elected president of the board at Dayton, O.

Oscar Haney, of Brazil, Ind., has been elected superintendent of schools at Walcott.

C. W. Williamson, superintendent of schools at Wapakoneta, O., for over 25 years, died at Bradenton, Fla., of paralysis.

Harold L. Camp, of Lodi, Ohio, has been appointed superintendent of schools at Lanark, Ark.

W. B. Fuller, for the past seventeen years secretary of the school board at Sioux Falls, S. D., has resigned. Mr. Fuller is succeeded by B. S. Van Slyke.

Supt. Frank O. Draper of Pawtucket, R. I., has been re-elected for the next year.

State Supt.-Elect W. C. Wood of California, has appointed Job Wood, deputy superintendent; Sam H. Cohn, statistician; and Miss Edna Stangland, secretary.

Dr. William Wirt of Gary, Ind., has been mentioned as a possible successor to the superintendency of the Chicago public-school system.

Supt. John P. Garber of Philadelphia, Pa., has been re-elected.

Mr. Carl B. Webster, who recently received his discharge from the aviation service, has taken up his duties as superintendent of the Fisk Consolidated Schools in Richland Township, Iowa.

### FOR BUSY SUPERINTENDENTS.

A movement has been launched in Colorado to abolish the elective office of county superintendent of schools and to vest the administrative functions of the present officials in county boards of education. It is proposed to make the superintendents appointive and to give them broad professional powers under the boards. Similar action is proposed for the state superintendency. An appointive state commissioner is to replace the present state superintendent and a state board of education is to be created.

The Citizen School Commission of Chicago which has been given the duty of a nation-wide search for the best man for the superintendency of the school system has appointed its officers and mapped out its work. The Commission has announced that the qualifications which it will seek in the new man are courage, enthusiasm, resourcefulness and imagination. He must be a thoroly experienced educator with complete training in all the technical details of school management. It is planned to ask the colleges of the country, as well as educational experts, for the names and qualifications of the men whom they believe are fitted for the Chicago position.

State Supt. E. C. Gowans of Utah, in his biennial report to the governor, has recommended that district superintendents of schools be brought under the control of the State Board of Education in so far as their qualifications are concerned.

Dr. Gowans contends that a law fixing a standard of qualifications for supervisory school officials, and which does not take into account progress by reason of changing conditions, becomes superannuated and of little practical efficiency. Dr. Gowans believes that the state board should have the right to change these standards the same as those governing the status of teachers.

In the matter of financial aid for districts

which cannot meet the expenses of the schools, it is suggested that the legislature be asked to pass a law. The law should permit such boards to petition the state board of examiners for the privilege of levying such additional amount as may be necessary. The petition should be endorsed by the state board after a careful investigation has been made of the matter.

State Superintendent W. D. Ross of Kansas, has recommended to the State Legislature, the creation of a State School Building Commission as a means of improving the character of school-houses in the state. Mr. Ross urges that the commission consist of the state architect, the secretary of the Board of Education, and the secretary of the Board of Health and that it be given authority to pass upon all plans for remodeling schools and for erecting new school buildings. Mr. Ross would prohibit the construction of any building, the plans of which have not been approved as to general arrangement, sanitation and suitability for school purposes. In commenting on the work of the Commission, Mr. Ross says:

But when one finds pretentious and costly grade and high-school buildings, planned presumably by technically trained architects, in the study rooms and auditoriums of which the dazzling rays of light beat down directly into the eyes of pupils from windows banked exactly in front of them, one is convinced that it is not any one particular type of school building, but all types, that should have their plans approved by responsible and competent authority. Since a commission constituted as I have suggested would be composed of state officers representing the architectural, the educational and sanitary factors involved in schoolhouse construction it would be at once responsible and competent; and since it would consist of an ex-officio membership, it would entail no added expense upon the state.

The schools of Akron, O., are preparing to go before the state legislature with an appeal for financial relief. There is a shortage of \$400,000 which is attributed to insufficient funds to take care of normal school growth.



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The advance which has been made in recent years in business and office management may be likened to the progress which modern medicine has made since the days when the medicine-showman was abroad among the early settlements of the Middle West. The early office systematizer offered a card index and an Amberg file as the cure-all for every problem of office management, just like the old quack had a universal pill for all the ailments to which the human body is heir. Modern office practice is based on well established principles and laws and recognizes only such processes and methods as have a foundation in correct principles of organization and administration.

The present book is a very complete manual of office organization and administration and appeals to us strongly as a text in advanced business courses. It takes up in sequence, (1) the general principles of office administration, (2) the location, layout and equipment of offices, (3) methodizing communication, (4) the control of correspondence and other activities, (5) the special functions of the several office departments, (6) the training and development of office workers, and (7) office wages and incentives to efficiency. The author approaches with a clear understanding of the essential economics of office management and he consequently presents what may be broadly termed the philosophy of the subject. His purpose is to give the student and the businessman a grasp on the purposes and relations of every detail of the work, as against a

vast amount of information on the narrow routine or "system" that early writers set up as the ideal of office control. No one who has studied the work will ever be guilty of considering the office worker as a nonproducer, whose labor must be charged to "overhead."

The book's chief drawback, if such it may be called, lies in the fact that the author bases principles and describes methods on the experience and the practice of the large office, whereas the great majority of business houses have small offices, because they are small, and the great bulk of office workers are engaged in small establishments. To the reviewer this feature of the book is not a shortcoming but a distinct advantage, because it makes possible the discussion of thousands of points that are vague in the small organization and that are not considered because they seem to be trifles.

The book is valuable in any office and should be in the library of every high-school commercial department.

### Tell Me Another Story.

By Carolyn S. Bailey. Cloth, 335 pages. Price, \$1.50. Milton Bradley Co., Springfield, Mass.

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### Happy Tales for Story Time.

By Eleanor M. and Ada M. Skinner. Cloth, octavo, 180 pages. American Book Co., New York, Chicago, Cincinnati.

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### Sunshine Lands of Europe.

By Lenore E. Mulets, with illustrations by Elias Goldberg. Cloth, 159 pages. Price, 64 cents. World Book Co., Yonkers, N. Y.

An admirable little book on the four sunshine lands of Europe—Portugal, Spain, France and Italy. The facts of geography, history and native customs are presented in the form of stories of children of the respective countries.

### The Citizen and the Republic.

By J. A. Woodburn and T. F. Moran. Cloth, oct., 398 and XIV pages. Price, \$1.50. Longmans, Green & Co., New York, Chicago.

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#### Latin Reader.

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#### Mon Petit Trot.

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(Concluded on Page 83)



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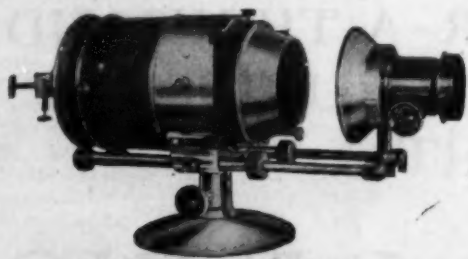
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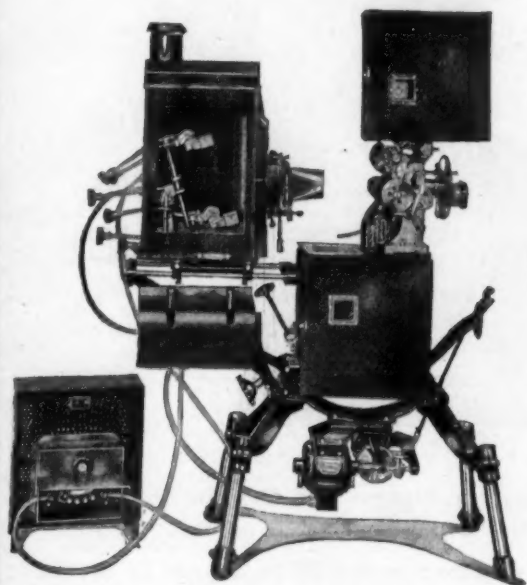
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(Concluded from Page 80)

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#### A Dictionary of Military Terms.

By Edward S. Farrow. Cloth, 700 pages. Price, \$2.50, net. Thomas Y. Crowell Company, New York.

Magazine articles, even newspaper articles fairly bristle today with technical military terms. Many are so new that even the context leaves readers with a sense of uncertainty and discomfort.

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#### OFFICIAL PUBLICATIONS.

*The Gary Public Schools.* School costs for the year 1915-16. By Frank P. Bachman and Ralph Bowman. Issued by the General Education Board, 61 Broadway, New York City. The present study was undertaken at the request of the Gary school authorities for the purpose of presenting an accurate and comprehensive account of the schools in their significant aspects. The facts were gathered in a patient, painstaking and objective fashion and the several sections discuss principles, as well as state facts. The authors have attempted to not only describe the schools in a frank manner, but have endeavored to interpret them in the light of the larger movement of which they are part. The booklet discusses accounting methods, current cost of the entire system, of the day schools and shops, capital outlay for grounds, buildings and equipment, and the financing of the system.

*Rural, Village and Consolidated School Planning.* A brochure prepared by J. H. Felt & Co., Kansas City, Mo. This pamphlet is devoted to plans for small school buildings suited for rural, village and consolidated districts. Some text matter has been included with extracts from Challman's "Rural School Plant."

*Annual Report of the Inspector of State Graded Schools of Minnesota* for the year ending July, 1918. Prepared by R. B. MacLean. In presenting this report, the inspector calls attention to the fact that the year has been one of stress and strain, with problems pressing for solution, reduced attendance due to shortage of labor, inability to visit every school during the year. The report discusses attendance, new schools, model schools, enrollment, teachers' salaries, valuation and taxation, equipment and operation and school libraries.

*Financial Report of the Board of Education and Statistical Report of the Superintendent, East Orange, N. J.,* for the year ending June, 1918. E. C. Broome, Supt. of Schools. The report includes a statement of the receipts and expenditures, a statistical review of the year's progress, and a summary of the work in medical inspection.

*World-Organization After the World-War—An Omninoational Confederation.* By T. C. Chamberlin, University of Chicago. Preprinted by the Journal of Geology, November-December, 1918. This pamphlet is especially interesting at the present time when attention is directed to the coming peace conference at Paris and to the activities which will shortly be set in motion there. The pamphlet discusses the so-called balance of power among the nations of Europe, the proposed league of world nations, the settlement of immediate war issues, the recognition of new nations, the relation of omninoational highways to transportation lines, and the disposition of the matter of munitions manufacturing.

*Annual Report of the Inspector of State High Schools of Minnesota* for the year ending July, 1918. The past year was a strenuous one for the inspectors by reason of the call for war service, the reduction of the inspection staff, and the conduct of special classes for men in the draft. The most trying problem was the shortage of teachers and it is apparent that larger numbers of women teachers must be employed. The subjects of janitor service, war-time education, associated rural districts and teacher training are briefly discussed.

*Suggestions on the Organization of School Societies and Junior Red Cross Work in the Public Schools.* Prepared by C. P. Cary, State Supt., Madison, Wis. The suggestions were prepared for the benefit of schools where the children had no previous experience in the organization of societies.

*War Savings Societies for Adults.* Suggestions for school officers and teachers regarding management and programs. Prepared by W. E. Larson, Madison, Wis. Issued jointly by the State Director of War Savings and the State Department of Public Instruction at Madison. The suggested programs aim to give material that will enable a community to have its exercises without the help of outside talent. School officers are expected to lead in the organization of the societies and teachers are asked to give aid to the work. The pamphlet includes an exercise on the geography of the war as regards the United States and the countries of Europe.

(Concluded on Page 85)



THE ARMOR PLATE OF  
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*In the old days with primitive conditions, the wall-hook for clothes and the shelf for lunches were considered sufficient.*

### For Modern Schools

For the modern city or centralized school, however, these accommodations are insufficient, because they are unsanitary—lead to the spread of disease, to confusion, disorder, pilfering and horseplay. The ideal solution of the modern school problem of lunch and clothing storage is

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feet of film each week. We have annotated in motion pictures the textbooks used by the Army Educational Commission through an editorial board of thirty experts, directed by Dr. Frank M. McMurry and Dr. Jeremiah W. Jenks. Our world-wide professional organization is at the command of American Schools.

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Established 1911

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(Concluded from Page 83)

*Courtis Standard Supervisory Tests, 1918-19.* By S. A. Courtis. Issued by the Author at 82 Elliot St., Detroit, Mich. Contains instructions for giving, scoring and tabulating the Courtis tests, together with a helpful circular for the superintendent and teacher who will use the system.

*U. S. Civics.* For teachers and students in civics and history classes. Price, ten cents. Issued by the Institute for Public Service, 51 Chambers St., New York. This short handbook of minimum essential lessons in peace problems and after-peace duties is given a triple title to emphasize three separate patriotic purposes, namely, unconditional surrender, useful service and United States.

*Buildings and Equipment for Schools and Classes in Trade and Industrial Subjects.* This pamphlet is a valuable exposition of the fundamentals of planning shops and equipments for vocational subjects. It is specific and complete and contains the plans of the best known buildings in the country. It is a pity that the recommendations for individual shops do not include one or two typical layouts for the most common types of shops, drawing rooms, etc.

*The Training of Teachers of Mathematics for the Secondary Schools.* By Raymond C. Archibald, assisted by D. E. Smith, W. F. Osgood, and J. W. A. Young. Bulletin No. 27, 1917. Issued by the Bureau of Education, Washington, D. C. During the International Congress of Mathematicians held at Rome in 1908, steps were taken to organize an International Commission on the Teaching of Mathematics, the members of which were to prepare reports on the subject for the different countries. To date, eighteen countries have published 178 reports containing over 12,000 pages. The present pamphlet includes a brief sketch of the educational conditions in the various countries in so far as they have a bearing on the preparation of teachers. The general educational scheme, secondary schools and their relation to the scheme, the mathematics taught in the secondary schools and the public to whom it is taught, inducements for taking up teaching, and university courses are treated in the text matter.



### CHANGES FIRM NAME.

The New Jersey School and Church Furniture Company has just announced the change of its corporate name to New Jersey School Furniture Company.

The firm, which was established in 1870 by Mr. L. H. McKee, has been in business continuously since that time, and since 1886 has been incorporated as the New Jersey School and Church Furniture Company. During the past five years the school department has grown so rapidly that the owners have deemed it advisable to discontinue the making of miscellaneous cabinet work and church furniture and to limit the production exclusively to the well-known Standard Steel School Desk and the Hudson Study Movable Chair Desk. In keeping with this change in the policy of the business the firm name has been altered. There has been, however, no change in management or ownership and no departure from the well-established policies of fair dealing which has marked the business since its inception.

### THE SPIRIT OF VICTORY SONG AND MARCH.

Composed for School Use by a Schoolmaster.

With the return of the American soldiers from the European battlefields there is certain to follow a great impetus to marching in schools and colleges. In fact this return to marching as a distinct school activity, has been noted since the United States entered the world war. Children are the greatest imitators in the world and unconsciously pupils in the schools walk as do their elders and carry themselves like persons whom they most admire—the returning soldier heroes.

Quite naturally there is growing up a demand

for ringing, stirring marches and other musical compositions and this demand is being met by a number of new compositions. One of the latest is "The Spirit of Victory March" written by Mr. Hamlin Cogswell, Supervisor of Music, Washington, D. C.

Dr. Cogswell's composition has been found most acceptable and has been distributed widely to school authorities. It has now been given added value by the Columbia Graphophone Company, which has placed the composition on a phonograph record. This record was made under the personal supervision of the composer and is available for school use. Any dealer in Columbia records will be glad to play it for school authorities.

### THE PATHESCOPE AND THE SCHOOLS.

The Pathescope Company of America has issued a reprint of its catalog of the "Pathescope"—the first complete motion picture machine placed on the market for home and other private uses. The catalog describes in detail and illustrates several types of machine which the firm manufactures for special uses. Schoolmen will be particularly interested in the "popular" model which is supplied with a movable "institutional stand" that makes it easily movable from laboratory to lecture room, classroom, etc., and is easily portable up and down stairs. Other types of machine are shown in the catalog, and special descriptions of its use, of films available, etc., are included.

Copies will be sent gratis to any reader of the Journal who addresses the Pathescope Company, 35 West 42nd St., New York City.

James B. Edmonson, Walter H. French, John M. Munson, J. W. Sexton, Ernest Burnham and J. L. Keddle have joined to edit the Michigan State teachers' paper, *Moderator—Topics*, formerly the property of the late H. R. Pattengill.

State Supt. Calvin N. Kendall of New Jersey, in a recent communication to school boards, points out that shortage of fuel, shortage of teachers and curtailment of school building construction have been the three conditions that have impeded progress in the development of the state school system during the past year.



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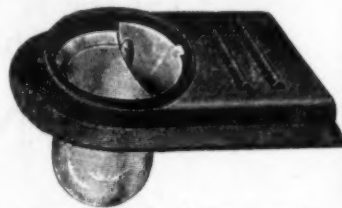
Pat. Nov. 14, '11

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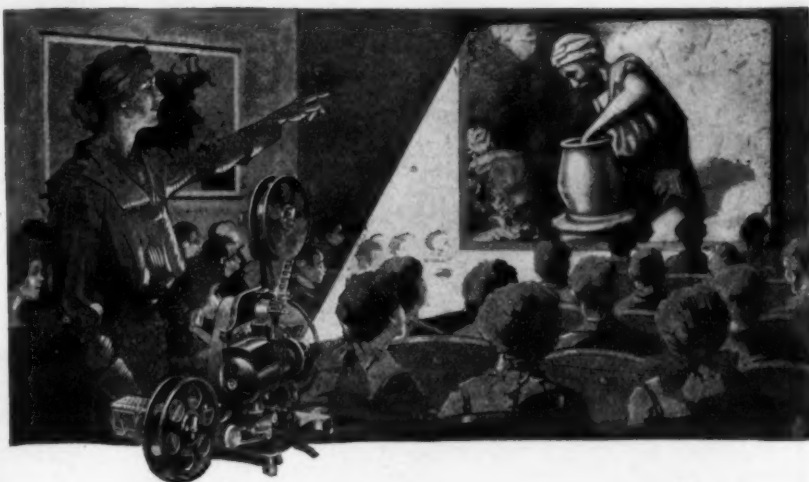
Every parent has a moral right to demand and it is the sacred duty of school officers to supply MILLER VEHICLE HEATERS for school wagons.

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There are about one hundred "Popular" Model Pathescopes in the Public Schools of New York City, and the Board of Education has recently ordered a number of **NEW PREMIER PATHESCOPIES**, after a careful investigation of the merits of other portable projectors, as being the ideal projector for classroom or auditorium use.

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All on Underwriters' Approved and Label-Inspected Slow-Burning Films.

The largest assortment of available educational and entertainment films ever offered for universal public use.

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### GOVERNMENT AID IN FINDING TEACHERS.

Fifty thousand teachers' places are vacant, and 120,000 persons are teaching this year who have never before taught a class. Several thousand schools have actually closed or have remained unopened because it was impossible for the local trustees to find teachers for them. The lowered standard in many places and the total lack of instruction in others mean a loss to the children of the Nation which cannot be replaced.

The shortage of teachers affects nearly every State in the Union. Many urgent requests have been made for the assistance of the United States Bureau of Education, for it is clearly impossible for some of the States to man their schools with the teachers available in their own borders.

President Wilson has been moved by this condition. He has directed the establishment in the Bureau of Education of a new division to assist local officers in finding teachers to meet the emergency, and he has written an open letter of appeal to all who are qualified and able to teach, urging them to signify their willingness to do so by registering with the new School Board Service Division of the Bureau of Education, in Washington. Schools seeking teachers will be put in touch with registrants, with the expectation of employment in the regular way. No charge whatever will be made to either the registrants or to the schools for the service.

It is well known that in every community there are women who formerly taught, whose husbands are now in the Army or in other branches of the Government service, or whose homes do not demand all their time. Such women are especially needed in the schools now.

High schools all over the country have suffered from the demand for men of scientific training for service in munition plants, the chemical warfare branch of the Army, and the like. The shortage of teachers of chemistry and physics is particularly acute. It is pointed out that this shortage might be met in many cases if physicians, pharmacists, and other professional men would take classes in nearby schools for a part of each day.

Manual training departments have suffered at

least as much as the scientific branches, for they require men as teachers more than any other kind of high school work. Here too, it is suggested by those in charge of the Bureau of Education's new division that the part time plan might well be applied. There are many skilled mechanics who have had high school education and would make excellent teachers if they would consent to assist even temporarily in the work of the schools.

The Commissioner of Education calls upon all these classes of people to perform a public service which would be not only important to the Nation but profitable to themselves as well. No finer display of patriotism could be made than by teaching during the emergency that now exists. All who are fitted for the work are urged to heed the appeals of the Government officers and tender their services to the local school authorities and to register with the United States Bureau of Education, Washington.

The lack of teachers is expected to continue until the return of the soldiers and others called away from home by the demands of the war, and probably longer; it will certainly last during the remainder of the present school year.

### TEACHERS' SALARIES.

The Seattle school board has refused to grant women teachers in the high schools a salary bonus of \$300 similar to the bonus which was voted to male instructors during the past summer. The members of the board hold that the necessity of paying bonuses is past, now that the war is over, and at a meeting held shortly before Thanksgiving, voted to allow no further bonuses to men teachers who may enter the service during the balance of the school year. In order to place a better estimate on the necessity of revising the salary schedules in the grades and high schools, the board ordered that Supt. F. B. Cooper make a study of the differentials between elementary and secondary schedules in cities of the United States. Some objection has been raised against a fixed differential of \$300 which the Seattle schools have recognized for some years. It is claimed that the difference is too much in favor of the high school instructors, especially in view

of the fact that among the grade teachers nearly as high a percentage are college graduates as in the high schools.

The attorney general of Iowa has ruled that school boards must pay teachers for the time when the schools were closed owing to quarantine. The matter has been up in other states in former years and there are decisions of state supreme courts which hold the same view. In fact, the contracts signed by the teachers make such action binding upon the board.

The attorney general of Texas has ruled that school teachers are entitled to salaries for the periods during which the schools were recently closed because of the influenza epidemic. Exceptions to the rule were possible in cases where the teacher's contract or agreement included provisions to the contrary.

The State Education Department of West Virginia, in answer to inquiries of teachers concerning payment of salaries during the enforced closing of the schools, has suggested that all parties concerned should come to a common agreement and that the claims for service rendered should be made on a basis of comparative figures for attendance and absence during the closed and open periods.

The school authorities of Omaha, Neb., have taken steps to eliminate waste of time and effort and to speed up the work for the school year. The action was taken to make up lost time and to obviate an extension of the school day. The Christmas vacation has been eliminated for this year.

Woonsocket, R. I. The board has made a number of changes in school sessions with a view to making up lost time. The Christmas vacation has been reduced to three days, the school day has been lengthened one-half hour and the school term has been extended one week.

Attorney Thompson of Tennessee has ruled that teachers are entitled to their salaries for the time that the schools were not in session because of the "flu" epidemic.

Biddeford, Me. The school board has granted each teacher a week's absence from school on account of illness, without loss of pay.

Portland, Ore. Wives of soldiers who are sup-

(Concluded on Page 89)



## GRAPHIC METHODS FOR PRESENTING FACTS

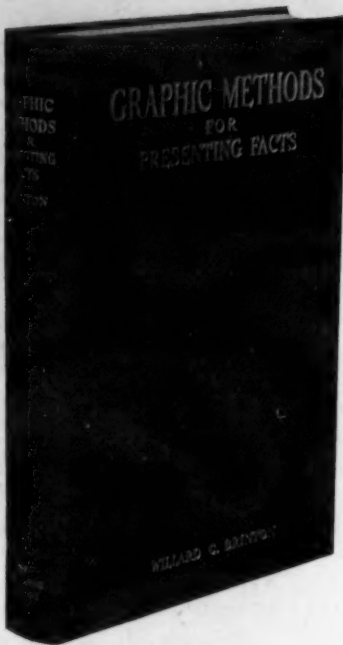
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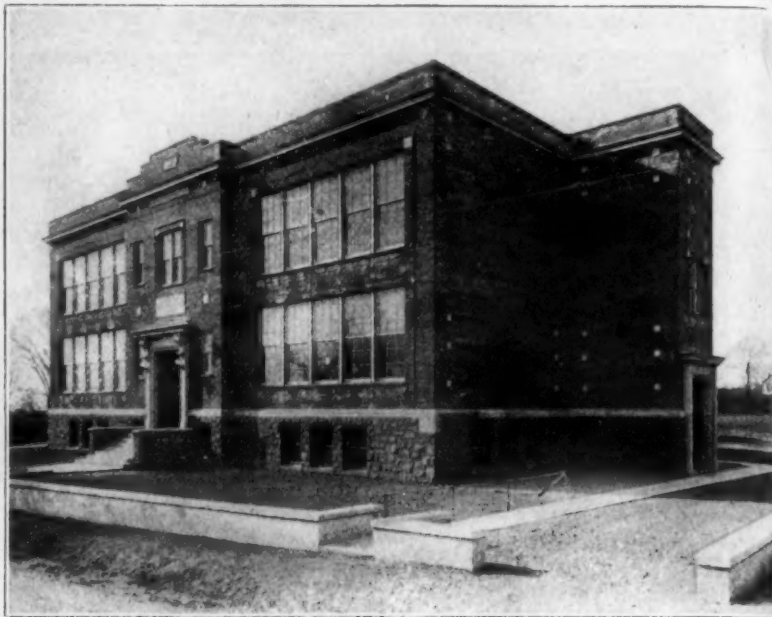
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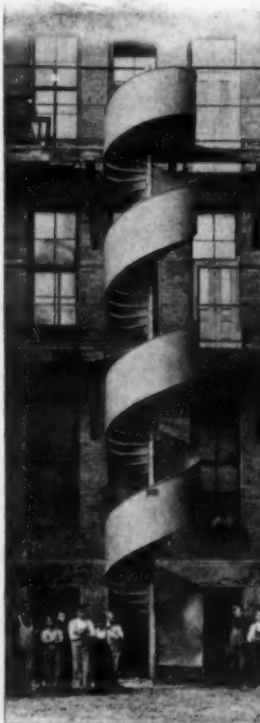
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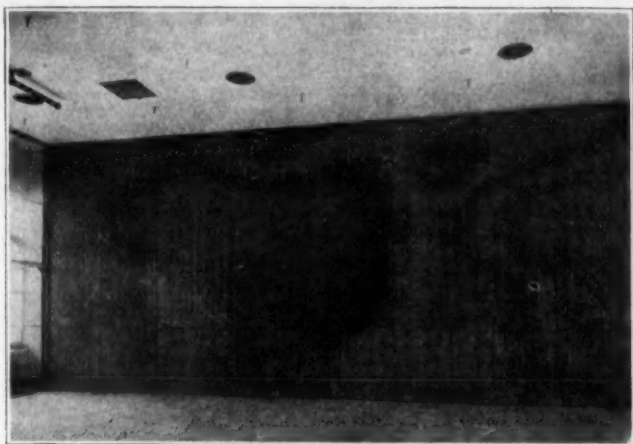


Installation of open Spiral Fire Escape at St. Aemilian's Orphan Asylum, St. Francis, Wis.

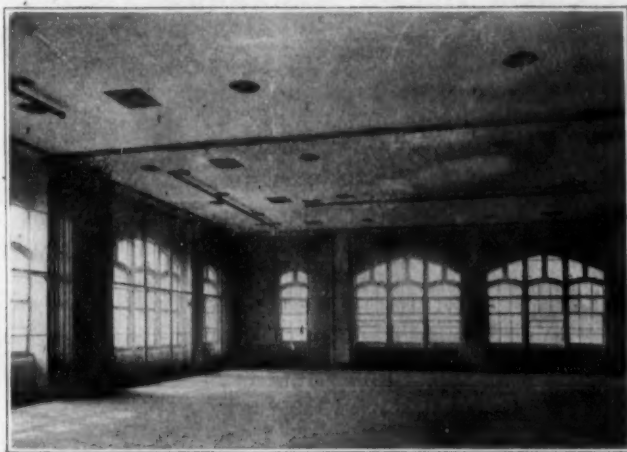


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(Concluded from Page 87)

porting themselves and their families by teaching have asked the board to pay them salaries equal to those given to the persons whose places they fill. As married women, these teachers are rated as substitutes and therefore are given the pay of substitutes.

Columbus, O. The board has raised the minimum salary of teachers to \$750 and the maximum of \$1,200, effective January first. Teachers were paid their full month's salary for the time the schools were closed.

State Supt. C. N. Kendall, in a general report on school conditions, points out that teachers' salaries were generally increased during the past year. The average salary has been increased from \$816 to \$946, or \$131 in the last five years. Supt. Kendall urges that salaries be kept up to a high mark and shows that this is necessary if the proper standard of education is to be maintained.

Supt. Kendall also emphasizes the need of normal schools and renews his recommendation that the state arrange to purchase the Newark Normal School.

## TEACHERS AND ADMINISTRATION.

Women high school teachers of Seattle, Wash., stand a good chance of receiving the same salary and bonuses as men teachers thru the fact that three candidates for board membership have declared themselves as against sex discrimination. It is predicted that the new board will face the problem of revising the present salary schedule as a means of keeping competent teachers.

Dayton, O. The board has granted increases in pay to teachers and other employees of the board amounting to approximately \$138,000. The increases are the most sweeping that have been granted in the history of the schools and the justice of the teachers' claims were recognized from the first.

New Orleans, La. The board has granted increases of \$10 to the teachers. The increase is not considered satisfactory by the teachers who plan further action along the line of adequate pay.

Haverhill, Mass. Increases in salary was the



MAIN ENTRANCE, STOCKPORT GRAMMAR SCHOOL, STOCKPORT, ENGLAND.





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M I L W A U K E E

cause of a threatened breach between the teachers' association and the principals' club at a recent meeting. It was charged by the teachers that the principals had attempted to obtain increases apart from the efforts of the entire teaching body. The matter was finally cleared up by Supt. Clarence Dempsey who stated that he had been asked for advice as to increased salaries but that he had advised waiting until the budget could be considered.

Brockton, Mass. The teachers have asked the board to grant increases of \$200. The request, if granted, means an added expenditure of \$60,000.

Warwick, R. I. The school board has granted increases of \$50 to the women teachers. The increase will be paid as a bonus at the end of a year and is forfeited if the teacher breaks her contract.

Minneapolis, Minn. Fifteen per cent salary increases for teachers is provided for in the tentative budget of \$973,600 for the support of state normal schools.

Philadelphia, Pa. The women teachers of the city schools have united on the matter of increased salaries. As a step in the direction of a 25 per cent increase, the teachers have intimated that they will support the campaign for a state appropriation in the bill to be submitted to the legislature.

Portland, Ore. The teachers have been denied the requested salary increase by a substantial majority in a recent election. The returns showed that 1,873 were favorable to and 2,301 were against the increase. The proposed increase carried with it an additional tax levy of .8 of a mill to meet the increase.

Providence, R. I. All classes of teachers and janitors are to benefit under a pay increase recently granted by the board. The increases date from the beginning of the year and provide for eight per cent increases for those receiving less than \$1,200 and 6.3 per cent for those from \$1,200 to \$1,500. Teachers who get from \$1,500 to \$2,000 a year will receive an increase of about 4.7 per cent, while those from \$2,000 upward will be raised 3.1 per cent. For janitors the increases

will range from \$1 to \$2.75 a week and is graded in accordance with the size of the school.

New York, N. Y. The salary committee of the Teachers' Federation has adopted a resolution introduced by Mrs. Grace Forsythe, of the Interborough Association of Women Teachers, urging a minimum salary of \$1,000 and increases of \$120 a year for ten years until a minimum of \$2,200 is reached for all teachers in the first six years of elementary classes.

Oakland, Cal. Upon the recommendation of Supt. F. M. Hunter, the school board has ordered that teachers who present evidence that they contracted influenza while at school, on duty at the municipal auditorium, or in other public service, be granted full pay for the period of their illness. The payment of salaries was intended as an emergency measure and is not to be considered a precedent for future action.



Seattle, Wash. Mr. J. Wylie Hemphill has resigned as superintendent of buildings and supplies.

Chicago, Ill. John A. Guilford, assistant business manager of the board of education, has been granted a six weeks' leave of absence to recuperate from a recent illness. Mr. Guilford has completed his fiftieth year of service in the business department.

Mrs. Ann M. Brooks, for 34 years a member of the school board at Braintree, died at Brockton, Mass., early in December. Previous to her appointment on the board, Mrs. Brooks was an instructor in the schools.

Mr. Frank G. Hogen, business director of the schools of Cleveland, O., has been unanimously re-elected for his seventh term.

William Cleaver, recently elected president of

the board at Conshohocken, Pa., is the oldest member in point of service, having served for the last 35 years.

Mr. O. M. Plummer, known nationally as a member of the Portland, Ore., board of education and as an enthusiastic lay advocate of educational progress has been elected secretary and show manager of the Pacific-International Livestock Show Association. Mr. Plummer will continue to make his headquarters in Portland, from which city he will conduct a campaign for increased and improved livestock production thruout the north-west.

Mr. George J. Hoffman, a well known architect of Rochester, Minn., was accidentally killed during the celebration of the armistice on November 11th. Mr. Hoffman was serving as a member of the Motor Corps as traffic man, and while thus engaged was thrown beneath a truck and killed. A number of new buildings were planned by Mr. Hoffman, who was the architect of four buildings in Rochester and of others at Elgin, Byron and Albert Lea.

Mr. Charles A. Gadd, who resigned several months ago as business manager of the Detroit school board, has been re-employed for a term of three years. The board has increased the salary of Mr. Gadd's office to \$5,000 per year.

Mr. William F. Good has been elected president of the board of education at Allentown, Pa.

Mr. J. Earl Henry has been re-elected business manager of the school board of Louisville, Ky., with a salary of \$4,000. The appointment was made with the understanding that should Samuel D. Jones, former business manager, return from military service, he will be reinstated and Mr. Henry will resume his former work as architect and superintendent of buildings.

Mr. D. W. Pearce, recently professor of education at Kent State Normal School, has accepted the superintendency of the Medina, Ohio, County Schools. Mr. Pearce is a graduate of the Danville Normal School at Danville, Indiana and of the Indiana State University. He has had broad experience in rural and city schools and during the past eight years has been engaged in the preparation of teachers.



# The "Educational Reconstruction of America"

will begin in our high schools. Already the Junior-Senior High School is making most enviable progress. Problem upon problem is giving expression in the new buildings which are being planned and this presents to school boards and building committees a most interesting task.

## "HIGH SCHOOL BUILDINGS—VOL. II"

Compiled by WM. C. BRUCE, Editor of The American School Board Journal

is announced herewith as part of our contribution to the Educational Reconstruction of America. Now is the time to begin the preliminary discussion of your high schools and their needs and requirements and lay the foundation of your thinking along lines that are fundamentally sound and right. January is none too soon to have on your tables this splendid new book, a result of 27 years of collaboration and preparation to produce only the best in School Architecture.

### *A Few of the Architects Represented*

C. B. J. Snyder, New York, N. Y.  
William B. Ittner, St. Louis, Mo.  
Snowden Ashford, Washington, D. C.  
A. F. Hussander, Chicago, Ill.  
Frank L. Packard, Columbus, Ohio

J. C. Llewellyn, Chicago, Ill.  
Frank I. Cooper, Boston, Mass.  
W. H. Weeks, San Francisco, Cal.  
E. A. Christy, New Orleans, La.  
Kilham & Hopkins, Boston, Mass.

### *Some High Schools Illustrated*

Central High School, Washington, D. C.  
Bay Ridge High School, New York, N. Y.  
Carter Harrison Technical High School,  
Chicago, Ill.  
Grover Cleveland High School, St.  
Louis, Mo.  
Camden High School, Camden, N. J.

Lincoln High School, Lincoln, Nebr.  
Junior High School, Trenton, N. J.  
Junior High School, Little Rock,  
Ark.  
Benjamin Franklin High School,  
Portland, Ore.  
Washington Junior High School,  
Rochester, N. Y.

## Bruce's "School Architecture Library"

Consists of "School Architecture," by W. C. Bruce, Editor of the *American School Board Journal*, 5th Edition, ready soon; "High School Buildings," Vol. I, compiled by W. C. Bruce, almost out of print; "High School Buildings," Vol. II, entirely new, no old plans re-used; "Grade School Buildings," compiled by W. C. Bruce; "Mechanical Equipment of School Buildings," by Harold Alt, M. E., a book by a practical school engineer which covers the mechanical equipment of all school buildings; "The Rural School Plant," by S. A. Challman, Commissioner of School Buildings for Minnesota.

*Bruce's "School Architecture Library" or any part of it will be sent "on approval" to any school board contemplating the erection of a new school building. A request today will make your preliminary discussions possible during the month of February.*

## THE BRUCE PUBLISHING COMPANY

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## QUESTIONS AND ANSWERS

This Department is conducted as a personal service for the readers of the Journal. Questions on school board problems, especially on the physical side of school administration, will be answered as promptly as possible by the department editors.

Only such questions will be printed as seem to be of general interest. Address correspondence to Editor, School Board Journal, Milwaukee, Wis.

### Locating Schools in Parks.

34. Q:—Do any cities follow the policy of building their high schools in public parks, not only as a matter of economy, but as consistent with the purpose of a park?—D. E. M.

A:—While some cities have occasionally put new high school structures in public parks, there has been no set policy in any community with which I am familiar.

The use of a park as a school site is to my notion neither consistent nor essentially economical. A park is a community breathing spot and a place of open air recreation. Any form of building which does not directly contribute to the realization of park purposes—of public recreation, play and rest in the open air amid natural surroundings—is undesirable and should be objected to. A high school does not fit into any park scheme, and even tho it may be architecturally a gem, it is and always will be a jarring note in a natural landscaping scheme.

The large cities have quite generally resisted attempts to encroach upon park space. New York especially has successfully prevented all sorts of schemes for fine buildings for Central Park. Park authorities and city planning experts seem to be opposed to any type of public buildings in parks, except such as are essentially of the recreation or monumental commemorative kind.

The economy argument, while it is convincing to most taxpayers, is to my mind generally invalid, for park space which is destroyed by buildings reduces the play and open air capacity of a park. It must be replaced sooner or later by the purchase of other property for park purposes. American cities are more and more coming to see the necessity of parks and there are even minimum areas which seem desirable for park purposes purely for public welfare.—Editor.

### Junior High Schools.

35. Q:—Can you recommend to me five or six of the best new junior high school buildings? I am interested particularly in schools organized on the 6-3-3 basis.—J. H. B.

A:—While there are a considerable number of recently completed junior high schools, very few can be recommended as being so distinctly different that they are worthy of an extended study. We can recommend the following:

Bloom School, Cincinnati, O.; East and West Intermediate Schools, Jackson, Mich.; Horace Mann and Lincoln High Schools, Rochester, N. Y.; Junior High School, West Somerville, Mass.; Junior High School, Trenton, N. J.

### The School Nurse.

36. Q:—The board has decided to employ a supervising nurse and would appreciate assistance in securing the right kind of a person for the position: (1) Can you tell me where I can find such a person; (2) also the duties of the position?—N. W. W.

A:—(1) There are in the United States no schools which especially train nurses for school work of the kind that you want. Teachers College, Columbia University, New York, offers a course in nursing for students who care to undertake the work.

### Functions of the School Nurse.

In the school—(a) Making routine examinations to detect those cases which should be referred to the school physician; (b) assisting the physician in making physical examinations and recording results; (c) acting in emergency cases, such as caring for accidents, bandaging cuts, removing splinters, caring for cases of fainting, convulsions and the like.

In the home—(a) Explaining to parents the significance of the notices sent by the school physician to the parent concerning the condition of children and aiding the parents in securing remedial action; (b) instructing and educating parents in the practices of applied hygiene.

In the clinic—(a) Assisting the physicians in treatments and operations; (b) leading the children to view the proceedings of the clinic as diverting experiences rather than terrifying ordeals.

### Rules Governing the Work of the Nurse.

1. The school nurse shall assist the medical inspector, follow up his recommendations, and in so far as possible, see that his directions are carried out.

2. She shall visit the schools at such times as she may be directed by the superintendent of schools, observe the general health conditions, inspect the children as to cleanliness and obvious defects, and help the teachers by advising them on matters of health, in accord with the policy of the medical inspector.

3. She is to follow up absentees occasioned by medical inspection or where contagious diseases or conditions may be suspected.

4. She is to shorten whenever possible the exclusion from school of children suffering from minor contagious diseases, and to secure the correction of physical defects thru personal interviews or otherwise.

5. She shall visit the homes where there are flagrant cases of pediculosis and show the mothers how to treat conditions and encourage persistence.

6. She shall not treat cases of trachoma, but shall urge upon parents where necessary the need of treatment.

7. She shall under the direction of the medical inspector give first aid in emergency cases.

8. She shall check up vaccination records.

9. She shall urge upon parents, where necessary, the importance and value of a proper care of the teeth.

10. She shall report in person to the principal of the school or the teacher in charge, immediately upon her arrival each day and before her departure.

11. She shall keep such records in such form as the board of education may determine.

12. In general, under the direction of the superintendent, she shall perform such other professional duties, consistent with the nature of her work, as will promote better hygienic living in school and home.

13. The nurse shall wear a regulation outfit, consisting of a neat, plain dress of linene or other washable material. She is to be provided with a bag containing a clinical thermometer, bandages, scissors, wooden tongue depressors, and applicators, eye-droppers, absorbent cotton, adhesive plaster, and safety pins; also a few drugs, including aromatic spirits of ammonia, alcohol, tincture of iodine, antiseptic tablets, liquid antiseptic soap, etc.

14. School nurses shall be given one month vacation each year, the same to be arranged by the superintendent of schools.

### Books on Nurses' School Work.

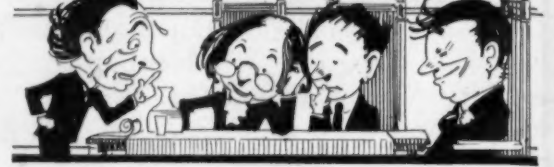
*The School Nurse*, Dr. Frank Allport; *The Nurse in the Public School*, Rep. U. S. Bureau of Education, No. 1906, Chap. VIII, Adelaide Nutting; *Evidences That the School Nurse Pays*, Dr. S. W. Newmayer, Procs. Fifth American Congress of School Hygiene, 1911, p. 44-51; *Health Work*

in the Schools, Ernest B. Hoag, M. D., and Lewis Terman, p. 48, \$1.60, Houghton Mifflin Co., Boston; *Medical Inspection of Schools*, Luther H. Gulick, M. D., and Leonard Ayres, p. 66, New York Charities Publication Committee; *The School Nurse*, L. W. Struthers, \$1.75, G. P. Putnam, New York.

### Articles.

*The School Nurse*, Bertha McChesney, Oct., 1918, p. 53; *The Value of the School Nurse*, Thos. A. Woodruff, Nov., 1910, p. 4; *The Work of the School Nurse*, Mrs. Edith M. Hickey, Nov., 1909, p. 3.

## AFTER THE MEETING



### His Estimate.

It requires an unusual situation or a severe shock to bring out the true estimation in which schoolmen hold some practices established by tradition or outworn law.

Some years ago the supervisor of manual training in a Missouri City was offered a position as head of a normal school department in Illinois. He was a college graduate, held a life certificate in his native state and had a record of ten years' successful experience. In compliance with the Illinois law he was obliged to take an examination in all the fundamental subjects, including geography.

The latter paper contained a list of twenty questions on the sources of local rivers, the location and population of towns, etc. All of them were answered by the Missourian in a single sentence.

He wrote: "I don't know and I don't care a damn."

The examiner who is now a prominent college dean marked the paper 90 per cent.

### What Hurts.

Benevolent Passerby—For shame, you should not strike a smaller boy like that.

Boy—Well, I don't care! He's always telling teacher the truth about me.

### Merit System.

"What is the permanent tenure for teachers that they are always talking about?" asked the Normalite. "What good does it do?"

"It's like this," replied the old pedagog. "If you have a teaching job and you are not under permanent tenure they can fire you any time they want to. But if you have a job under the permanent tenure act they can't fire you unless they want to."

John's father is a famous scientist who has capitalized on his discoveries by lecturing before scientific and popular audiences. Recently the teacher of grade three where John is a pupil, asked him:

"Can you tell me anything about Christopher Columbus?"

"He discovered America."

"And, what else did he do?"

"Well, I guess he went home and lectured about it."

### Did Not Recall.

"What is his claim to distinction?"

"He is a superintendent or an educator. I can't recall which."

Father was reading his evening paper and was none too pleased with the interruptions of his son who was engaged in preparing his evening lesson.

"Dad," said the boy, "what is a hexameter?"

"Why," said father, "surely you're old enough to know that a hexameter is a public automobile?"

"Willie, I'm not at all pleased with this report from your teacher."

"I told her you wouldn't be, Pop. But she would send it. Just like a woman, ain't it?"

### Some Weather.

The following lines were written by an eighth grade girl in the Lewis Champlin School, Chicago in May last. The little author claimed that she had written the poem with the help of her mother, but that neither she nor her mother had received any help.

The day was dark and gloomy,  
The sun was shining bright,  
The snow was falling fastly,  
And it rained all day that night.



When a Feller Needs a Friend.

—Chicago Tribune.



# Educational Trade Directory

## ACCOUNTING FORMS

C. F. Williams & Son, Inc.

## ADJUSTABLE WINDOW SHADES

Oliver C. Steele Mfg. Co.  
L. O. Draper Shade Co.  
Aeroshade Company  
Walger Awning Co.

## ASH HOISTS

Gillis & Geoghegan  
F. S. Payne Co.

## AUDITORIUM SCENERY

Kansas City Scenic Company

## AUDITORIUM SEATING

Peabody School Furniture Co.  
American Seating Co.  
N. J. School Furniture Co.  
Heywood Bros. & Wakefield Co.  
Empire Seating Co.  
Superior Seating Co.  
Steel Furniture Co.

## BANKING MACHINES

American Banking Machine Corp.

## BLACKBOARDS—COMPOSITION

N. Y. Silicate Book Slate Co.  
Beaver Board Companies  
E. W. A. Rowles Co.  
Weber Costello Co.

## BLACKBOARDS—NATURAL SLATE

Keenan Structural Slate Co.  
Penna. Struct. Slate Co.  
Natural Slate Blackboard Co.

## BOOK COVERS

Holden Patent Book Cover Co.  
Peckham, Little & Co.

## BOOK PUBLISHERS

Gregg Publishing Company  
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Arthur J. Barnes Pub. Co.  
Macmillan Company  
A. N. Palmer Co.  
Ginn & Company  
Educational Publishing Company  
Longmans, Green & Co.  
Christopher Sower Co.  
Engineering Magazine Co.  
Roberts & Meek

## BRUSHES

Badger Brush Company

## CAFETERIA EQUIPMENT

Albert Pick & Co.

## CHARTS

Modern School Supply Co.  
Weber Costello Co.

## CHEMICALS

Central Scientific Co.

## CLOSET BOWL CLEANSERS

Hygienic Products Co.

## CRAYONS

Binney & Smith  
American Crayon Co.  
Peckham, Little & Co.  
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Weber Costello Co.  
National Crayon Co.

## DEAFENING QUILT

Samuel Cabot

## DESK SURFACING MACHINE

Wayvill Chappell & Co.

## DICTIONARIES

G. & C. Merriam Co.

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Union School Furnishing Co.

## DIPLOMAS

W. M. Welch Mfg. Co.  
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Theo. B. Robertson Products Co.  
Central City Chemical Co.  
West Disinfecting Co.

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Kewaunee Mfg. Co.  
C. Christiansen  
Leonard Peterson & Co.  
Federal Equipment Co.  
Albert Pick & Co.

## DOOR CHECKS

Norton Door Check Co.  
Sargent & Co.

## DRAFTING ROOM FURNITURE

E. H. Sheldon & Co.  
C. Christiansen

## DRINKING FOUNTAINS

L. Wolff Mfg. Co.  
N. O. Nelson Mfg. Co.  
Rundie-Spence Mfg. Co.  
Imperial Brass Mfg. Co.

## ELECTRIC COOKING EQUIPMENTS

Edison Electric Appliance Co., Inc.

## ENAMEL

The O'Brien Varnish Co.

## ENGRAVINGS

Premier Eng. Co.

## ERASERS

Associated Mfrs. Co.  
Weber Costello Co.

## ERASER CLEANERS

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## EXIT DEVICES

Vonnegut Hardware Co.

## FILING CABINETS

Yawman & Erbe Mfg. Co.

## FILING DEVICES

Yawman & Erbe

## FIRE ALARM SYSTEMS

Stand. Electric Time Co.

## FIRE ESCAPES

Standard Conveyor Co.

## FIRE EXIT LATCHES

Vonnegut Hdw. Co.  
Sargent & Co.

## FLAG POLES

Newark Steel Post Co.  
N. O. Nelson Mfg. Co.

## FLAGS

The Chicago Flag & Decorat. Co.  
Annin & Co.  
H. Channon Co.  
John C. Dettra & Co.  
Betsy Ross Flag Company  
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## FLOOR DEAFENING

Samuel Cabot

## FLOOR SURFACING MACHINE

Wayvill Chappell & Co.

## FOLDING PARTITIONS

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## FORGES

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## FURNACES

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Peabody School Furniture Co.  
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Empire Seating Co.  
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Weber Costello Co.

## GRAPHOPHONES

Columbia Graphophone Co.

## HEATERS

Haynes-Langenberg Mfg. Co.  
Virginia School Supply Co.  
Waterman-Waterbury Co.

## INK—DRY

E. W. A. Rowles Co.

## INK—LIQUID

Badger Brush Co.

## INK WELLS

The Tannetwits Works  
American Seating Co.  
Squires Inkwell Co.  
Sengbusch Self-Closing Inkstand Co.  
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Palmolive Company  
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## LABORATORY FURNITURE

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Leonard Peterson & Co.  
Columbia School Supply Co.  
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## LIGHTING FIXTURES

Luminous Unit Co.

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L. Sonneborn Sons

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N. Y. Silicate Book Slate Co.

## LIQUID SOAP

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Palmolive Company

## LOCKERS

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Berger Mfg. Co.  
Durand Steel Locker Co.

## MACHINERY

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Enterprise Optical Mfg. Co.  
The DeVry Corporation  
Victor Animatograph Co.  
Pathoscope Company of America  
Community Motion Picture Bureau

## PAINTS—WALL

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## PAPER FASTENERS

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## PAPER TOWELS

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Holden Patent Book Cover Co.  
Theo. B. Robertson Products Co.  
Associated Mfrs. Co.]

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Eberhard Faber

## PEN MANUFACTURERS

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## SOAP DISPENSERS

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Samuel Cabot

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## WINDOW SHADES—ADJUSTABLE

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Walger Awning Co.

## WIRE WINDOW GUARDS

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## WOODWORKING MACHINERY

Oliver Machinery Co.  
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Badger Brush Company	1	"Old Glory" Mfg. Company	4
Barnes Publishing Co., Arthur J.	21	Oliver Machinery Co.	2
Bausch & Lomb Optical Co.	64	Oliver Typewriter Co.	17
Beaver Board Companies	5	Palmar Co., A. N.	22
Berger Mfg. Co.	84	Palmolive Company, The	8
Betsy Ross Flag Co., Inc.	76	Pathoscope Co. of America, The	87
Binney & Smith Co.	74	Peabody School Furn. Co.	16
Bossert & Sons, Louis	6	Peckham, Little & Co.	16
Cabot, Samuel	4th Cover	Peerless Unit Vent. Co.	88
Caxton School Supply Co.	76	Penna. Structural Slate Co.	1
Central City Chemical Co.	21	Peterson & Co., Leonard	68
Central Scientific Co.	10	Pick & Co., Albert	62 & 63
Channon Co., H.	18	Pitman & Sons, Isaac	80
Chicago Flag & Decorating Co.	4	Power Company, Nicholas	83
Christiansen, C.	1	Premier Engraving Co.	90
Clow & Sons, James B.	71	Quaint Art Furniture Co.	14
Columbia Graphophone Co.	61	Roberts & Meek	6
Columbia School Supply Co.	7	Robertson Products Co., Theo. B.	88
Community Motion Picture Bureau	35	Ronald Press Company	80
Dettra & Co., Inc., John C.	76	Rowles Co., E. W. A.	8
Devos & Reynolds Co.	74	Rundie-Spence Mfg. Co.	72
Devry Corporation, The	82	Sargent & Co.	2
Draper Shade Co., Luther O.	9	Sengbusch Self-Closing Inkstand	2
Durand Steel Locker Co.	59	Company	14
Eagle Pencil Co.	16	Sheldon & Co., E. H.	86
Edison Electric Appliance	64	Silver, Burdett & Co.	78
Educational Equipment Co.	84	Snellenburg & Co., N.	14
Educational Publishing Co.	78	Sonneborn Sons, L.	75
Empire Seating Co.	2nd Cover	Sower Company, Christopher	80
Engineering Magazine Co., The	88	Spencer Lens Co.	12
Enterprise Optical Mfg. Co.	82	Squires Inkwell Co.	10
Esterbrook Steel Pen Co.	4	Stand. Electric Time Co., 4th Cover	88
Faber, Eberhard	66	Steel Furniture Co.	6
Federal Equipment Co.	72	Steele Mfg. Co., Oliver C.	4
Federal Steel Fixture Co.	21	Superior Seating Co.	15
Gillis & Geoghegan	50	Tannetwits Works, The	21
Gregg Publishing Co.	22	Thomas Clock Co., Seth	84
Hamilton Manufacturing Co.	4	Tothill, W. S.	8
Hartshorn Co., Stewart	63	Underwood Typewriter Co.	79
Haynes-Langenberg Mfg. Co.	4	Underwood & Underwood	82
Heath & Co., D. C.	22	U. S. Inkwell Co.	96</

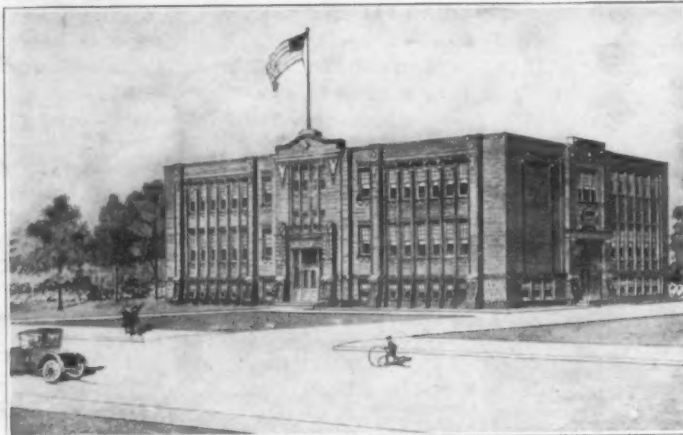


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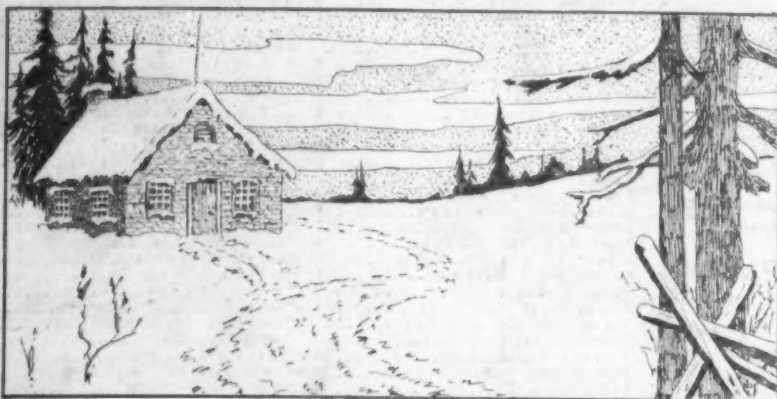
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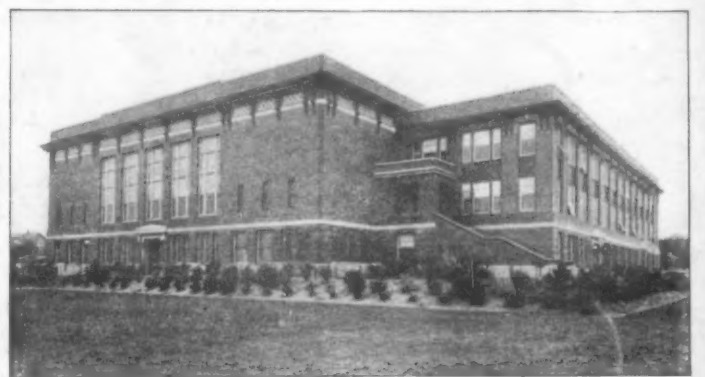
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